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# JUNIOR COLLEGE JOURNAL

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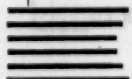
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# JUNIOR COLLEGE JOURNAL

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## Advantages of Attending a Junior College

CARROLL GARTIN

Most of the general public in Mississippi is extremely proud of our very fine system of state-supported public junior colleges, and most of our people realize the tremendous benefits of such a system. To me, however, our junior college program has a very personal meaning, because I am the product of a junior college.

Like so many Mississippi boys and girls, I graduated from high school in the early depression days and was faced with the fact that I was not financially able to attend a senior college. I knew little of the junior college program at that time, but a relative living near Jones County Junior College in Ellisville, Mississippi, who was interested in my education, invited me to live in her home and attend the junior college. This I did, and through the kindness of a school bus driver, under no obligation to transport junior college students, I was provided transportation for the ten-mile journey and was thus introduced to the junior college program in my state. I later obtained work in the school, moved to the dormitory, spent



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CARROLL GARTIN, author of this month's editorial, is the Lieutenant Governor of the state of Mississippi.

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two of the happiest years of my life in the Jones County Junior College, and after graduating was able to continue my education in a senior college.

Literally thousands of young men and women in similar circumstances could tell the same story I have related, because our junior college program in Mississippi has provided thousands of young men and women who could otherwise never have attended a college the opportunity of furthering their education. To me, this is the outstanding contribution the junior college program has made to our citizens. Fifteen such schools are now in existence, and in every area of Mississippi, there is now a state-supported public junior college serving our people. The program is firmly established, but our junior colleges are in need of increased support from the state level.

The program, however, is not confined to providing education for the

"poor" or "country" boy and girl alone. It has become extremely popular because it provides many other advantages. Among these advantages is the closeness of higher education to our people. Many parents whose children have graduated from high school at an early age prefer to have them remain at home for the first two years so that they may become more mature before facing the larger society of a large senior college. Many boys and girls graduating from high school are undecided as to the profession they wish to enter, and while getting a broad general education in a junior college, they can definitely decide on their life's work before choosing a school.

The program, too, serves as a tremendous "feeder" for the fine senior college system in our state, and liter-

ally thousands of Mississippi boys and girls who had not intended to attend a senior college decide while going to a junior college that they can and will find ways and means of getting two additional years in a senior college. In my travels over our state, I talk with numerous professional people who attribute their entry into the particular profession to some motivating influence furnished them in a junior college.

Our people realize, too, that although many graduates of our junior colleges never attend senior colleges, the program is of great worth, because the thousands of graduates are making better citizens and contributing more to the community life of our state. More educated people with better living standards are working together to build a better state.

## What's the Matter With Junior?

ALBERT F. EISS

ONE OF the characteristics of our American educational system is the extreme diversification of every facet of its organization. American educators are not ashamed of this diversity—they are proud of it! It is easy for one of a majority group, particularly a leader who has given himself wholeheartedly to furthering the objectives of the group, to forget that a minority exists. It is then that minorities are often heard from in no uncertain terms.

Many junior college faculty members and administrators resent the inference made by Mr. Elias in the *Junior College Journal*<sup>1</sup> that because the community colleges enroll a majority of the junior college students, all colleges should adjust themselves into that mold. This objection is in no way intended to disparage or belittle the place of the community college in our educational system. They are filling a great need and are to be commended for the results they have achieved.

In spite of the growth of the community college, other types of junior colleges have also been increasing

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DR. ALBERT F. EISS is instructor in physics and hotel engineering at Paul Smith's College, Paul Smiths, New York. In 1954 he received the Ph.D. degree from New York University.

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their enrollment far beyond what most people realize. This is particularly true with the junior college movement in the eastern part of our country. Many state universities are establishing junior colleges as a result of successful trials in various locations.

Church supported schools can hardly be classed as community colleges, unless on the basis that they are of necessity located in some community. Their students are more varied and their courses more diversified than those in many public colleges.

The technical junior college is an institution that often enrolls students from a wide area. It is filling a great need for modern industry in furnishing semi-professional men who are urgently needed elsewhere.

The privately endowed junior college is as vigorous and forward looking as when it was more prominent in the junior college field. Most privately endowed junior colleges are presenting a curriculum intended to prepare an individual vocationally as well as culturally. The college that

<sup>1</sup> L. J. Elias, "Why Not the Name 'Community-Junior Colleges'?" *Junior College Journal*, XXVI (1955), 129-31.

offers only the traditional two years of a four-year college course is as scarce as skiers in Mississippi. The title of community college would seem somewhat absurd for a school that finds 46 per cent of its students are from homes more than 300 miles away from the campus.

Anyone who is of the opinion that our eastern junior colleges with a liberal arts tradition are "prep schools" for the larger colleges would do well to visit some of these institutions. It is true that the educational objectives of many of these schools are somewhat curtailed by the refusal of some four-year colleges to offer transfer credit for courses whose descriptions do not conform to the traditional jargon accepted by the Senior Faculty Committee. In spite of this handicap, many of these schools present courses in harmony with the objectives of higher education. These junior colleges have been instrumental in stimulating curriculum revision in many of the four-year colleges.

The inference that the term junior connotes inferiority as well as subordination is a new concept in the college field. The junior college has been criticized many times for its insubordination, and the main complaint of many four-year schools is that these young upstarts will not stay in their rightful place in the educational world. The smug and complacent professor looking from his ivory tower in the Ivy League may speak

of inferiority, but the question arises: Inferior in what way? In tradition? Perhaps. In scholarship? Any school that skims the top decile of high school graduates should produce successful students, but the professors in that school will miss one of the great rewards of teaching. They will never know the satisfaction that can come from taking an average student—just an average student who otherwise wouldn't be able to get a higher education—and helping him to develop, to become a success in his chosen field.

If the community colleges, the state colleges, the technical colleges, the church supported colleges and the privately endowed colleges hope to find a title that is descriptive of their objectives and will serve a common ground for their organization, it would seem that the title Junior College would be timely, accurate, and sensible. The present junior college organization is a unique professional organization to consolidate such a varied membership into a united and working group. It would indeed be unfortunate to follow any suggestion that would tend to belittle or obliterate the minority groups of this active and growing educational organization.

Instead of changing the name of our junior colleges to disguise their identity, we should strike at the bogeyman that has been conjured up by uninformed persons and make Junior College a title of which we can be proud.

## A Rose by Many Other Names

LEWIS D. CANNELL

LLOYD ELIAS' advocacy of the term community-junior college as an apt designation of our type of institution raises the question: Must a designation be a description? The effort to tell how dignified we are, how different we are, and how versatile we are, all in a word or two wears us out and makes us look a mite foolish. Moreover, we seem to strain a good deal to make our names identify and delimit our service areas. In the state of Washington, for instance, two schools are named for their towns, two more for their counties—but there are five named for portions of river systems and one for a lofty wilderness. The favorite substitute for "junior" is "valley."

When you say "dog" to a man, he thinks "dog," although his mental dog image may be big or little, white or black, smooth or shaggy. So let it be when you say "college." We maintain that calling a school the Trans-Sound and Lower Kitsap Community-Junior Non-Degree-Granting Two-Year-with Plenty-of-Vocational Thirty Dollars-a-Term Little White Shaggy College won't altogether overcome our difficulty. To know very much about

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DR. LEWIS D. CANNELL is Dean of the Division of Liberal Arts of Clark College, Vancouver, Washington. He has written articles which have appeared in *Education*, *Educational Screen*, and *Washington Education*.

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the place one will still have to go to the catalog.

We recall the time the farmer said that pigs are called pigs because they look like pigs—what's more, they act like pigs. We recall, too, the time people hesitated to call pensions pensions, because they sounded so much like pensions. For a while they were senior citizens' grants. Then someone discovered an unused but very handy word, and, with a refreshing frankness, we began calling them pensions again. To avoid continued piling up of euphemistic qualifiers, we all surely must wish that somewhere in the world of education there is a single, simple, all-but-forgotten word lying around that we could dust off and use to label all our diverse institutions. There is such a word.

At the risk of being taken seriously, may we suggest "academy." Certainly the few institutions now called by this honorable old name are as diverse as many others to which we might apply



it. Of course, it might be argued that academy sounds academic and suggests only the general and transfer functions. If so, let the terminal vocational offerings be gathered into a technical institute, and, where both types of offerings are given, let both names be used—as for instance The Skamokawa and Lower Wahkiakum County Academy and Technical Institute. Oops! Here we go again!

Maybe we can settle for just plain "college."

EDITOR'S NOTE—What should these institutions be called? C. C. Colvert started it in the September *Journal* when he gave his views and invited comment. Lloyd Elias picked up the topic and wrote further about it in the November *Journal*. Here are two more comments. What do you think, as readers? If you have more to say, please write us.

# Arena Theatre and the Junior College

BEN PADROW

WITH JUNIOR colleges now firmly entrenched in the American educational picture, an increasing number are in the midst of expanding their drama programs. Many colleges discover that because of finances, or for other reasons, the building and maintenance of a proscenium theatre is impossible and therefore seek other means of doing theatre work. Palomar College was faced with this problem in 1953 and its solution, the arena theatre, may provide some of the answers to play production in other junior colleges.

## REASONS FOR THE ARENA

If a drama teacher wishes to provide an administrator with reasons for an arena theatre, there are many to be noted.

1. The cost is negligible in terms of what a proscenium theatre would cost.
2. The problem of large sets is practically eliminated.
3. The theatre can be located on the campus, thus allowing the cast sufficient rehearsal time.
4. The seating facilities are more limited than in a proscenium theatre, thus allowing the show

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BEN PADROW'S first article on the junior college drama department appeared in the December *Junior College Journal*. Mr. Padrow is a staff member of the speech department of Portland State College, Portland, Oregon.

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to run longer. This is valuable for students in terms of the educational purpose of theatre.

5. In running a play several nights people in the community have a choice of nights to see the show.
6. An arena theatre is new and interesting for both students and the community.
7. It provides an opportunity to set up the lighting equipment and to take as much time as necessary for different approaches to the play.

## THE ARENA THEATRE

Palomar College is made completely of prefabricated buildings and in the search for a theatre on the campus, it was discovered that the student lounge could be used for this purpose. This building measures 35 feet by 20 feet. While in many cases any large room of similar dimensions would do, the student lounge was chosen because

of the advantage of having four separate entrances at the different ends of the building. Although this number of entrances is considered minimum for an arena theatre, a director could juggle his set to make use of the exits available. Palomar's playing area measures 23 feet by 15 feet, thus allowing for a single row of chairs on three sides of the arena and a triple row of seats at one end of the theatre. The use of platforms in this case is desirable, although audiences will rarely complain if they must sit behind someone. This type of theatre is also quite adaptable for horseshoe staging in that the bulk of the audience is moved toward one end of the theatre in a semi-circle and the set placed against one wall. At Palomar College the girls' lounge, fortunately located next door, is used as a make-up and dressing-room. However, an adjoining room or flats placed at one end of the theatre would suffice and would also provide an additional entrance. If possible the theatre should be painted in colors both striking and pleasing to the eye in order to produce pleasant surroundings for the audience and to lend a good effect to the whole theatre.

#### THE ARENA PLAY

At Palomar several facts have been discovered about the arena play that should be extremely valuable in discussing an arena theatre.

1. Contrary to popular belief, almost any type of play can be produced in the arena.

2. While one-set shows are the easiest to produce, with effective scenic planning and a thoroughly rehearsed stage crew, a two- or even three-set show presents no problems.

3. It is absolutely necessary for the director to get command of the show as quickly as possible. Pace is primary in the arena and a rectangular playing area affords the greatest opportunity for sweep in terms of business. With larger cast shows, few problems will arise from static conditions if the previous injunction is followed.

4. The arena is unique in that it allows the audience to become an active part of the play and every opportunity in direction should be taken to gain advantage of this principle.

#### PRODUCTION

*Business:* There are no rigid rules to be followed in this area. Playing with the back to the audience is inevitable. With careful planning in terms of business, the problem of any one person's remaining in a static position too long can be overcome. The performers and audience should give full reign to their imaginations. In the production of "Our Town" at Palomar, every piece of business, from the cooking of breakfast to the drinking of a soda, was done in pantomime.

The director must remember that with an audience so close to the playing area, little pieces of business that

would be poorly done in a proscenium theatre will be observed more closely in the arena. Special attention must be paid to the use of every prop since naturalness must keynote every performer's activity.

*Lighting:* With the lack of setting in the arena, lights can play an even more important role than they do in the proscenium. Palomar built a lighting grid made of one-inch lead pipe for \$25.00 and its value has been proven time and again. The majority of lights should be of the 150 watt aluminum type, costing approximately \$4.00 apiece. Some heavy lights of the 500-1000 watt type should be used at the various corners of the grid to give spread and to help eliminate bad shadows. Powerstat dimmer control is best, and with student help Palomar was able to construct a 10,000 watt control board for about \$150. The entire lighting set-up cost between \$300.00 and \$500.00.

One more aspect of lighting should be considered. Too often people in the arena consider lights usable only for the purpose of delineating the playing area. At Palomar it was discovered that with a few weeks of experimenting with different approaches to lighting the show proved far more effective in the smoothness of the production and added touches which gave the play a finished look. Naturally performers must be rehearsed to come on and leave the

stage in the dark, and at least one week must be set aside for practice.

Finding technical men will present no problems. Very often physics students are interested in lighting and with an introduction into the set-up will become enthusiastic workers. At Palomar, three physics majors, after working in technical theatre, went on to technical theatre majors in four-year schools.

*Setting:* Generally speaking, the rule for arena setting is simplicity. The use of low backed chairs and sofas and a well spread out set is advisable. The props must be of a realistic nature and in the case of papers, letters, and food, the real article must be used. If good rapport is established with a local furniture store or second-hand store, there is no difficulty in obtaining furniture for sets. If possible, there should be a carpet on the set to muffle noises and to aid to the overall scenic effect. Strip carpets on the entrances are also useful. Finally, the performers should have as much time as is possible to work with the props and set, in order to have a smooth-running show.

*Make-up:* Again, the rule of simplicity applies. Rarely, if ever, is it advisable to use a grease paint base as it is much too obvious. For many characters a few lines and a small amount of greying at the temples will be sufficient. For greying the hair of aged characters a grey spray which is available in most beauty salons can be

used. This spray is most effective because it can be put on easily, is not overly bright, and can be removed quickly. Finally, it should be remembered that in the arena it is better to use too little make-up than too much.

*Rehearsals:* With an inexperienced arena cast, it is usually necessary to have more rehearsal time than is needed for the proscenium show. At Palomar students rehearse four nights a week for two or three weeks while blocking the show and five to six nights a week for the remainder of the rehearsal time. For fight or involved prop scenes a week is usually reserved, because when poorly done such scenes will detract considerably from the total effect of the play. The script should be gotten out of hand as quickly as possible and in no event should a prompter be employed once a play is in production since the audience will

know immediately when lines have been missed.

Dress rehearsals at Palomar are seen by members of the local community theatre groups who are good critics and provide a means to gauge the total effectiveness of the plays.

### Conclusion

Palomar College found the arena to be the answer to its drama problem. Two disadvantages must be noted in passing. One, drama majors do not have the opportunity to adjust themselves to the proscenium; and two, technical men do not have a chance to design. But on the other hand, the students and the community enjoy the arena theatre, and for the small junior college that really wants to do theatre, it offers an excellent opportunity.



# The Team Approach to General Education

VERNON A. ANTHONY, COLIN LIVESEY, PEYTON E. RICHTER, CHARLES H. RUSSELL

## I. INTRODUCTION

A COOPERATIVE or "team" approach has long been recognized as an effective means for carrying on activities and for attaining objectives in various areas of human endeavor. At Boston University Junior College this approach is now being applied as a means for solving manifold problems arising in developing a well-coordinated program of general education.

Boston University Junior College was established in 1952 in order to meet the educational needs of a group of students with diverse backgrounds and varying levels of ability, many of whom would otherwise miss the opportunities provided by a college education. A two-year terminal general education, leading to an Associate of Arts degree, is offered to one group of students, some of whom may not be qualified for a four-year program and others of whom may not wish to continue beyond two years. In addition, a second group of students is prepared for the last two years of college work. A core curriculum was selected as most suitable for achieving the aims of the type of general education program offered. This curriculum con-

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The joint authors of the article worked together on a sophomore team during the past academic year at Boston University Junior College. VERNON A. ANTHONY is Assistant Professor of Guidance. COLIN LIVESEY, Instructor in Science, served as team coordinator. Assistant Professor of Humanities, PEYTON E. RICHTER was chairman of the team's research committee which produced this report. CHARLES H. RUSSELL, formerly Instructor in Social Relations at the Junior College, is currently at Columbia University working on his doctor's degree.

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sists of a required program in five subject matter areas: Humanities, Social Relations, Science, Guidance, and Communication. In Humanities, the emphasis in the first year is on man's creative expressions in painting, literature and music, and in the second year, on man's ethical concerns in drama and philosophy. The Social Relations course centers its attention in the first year on man in society and in the second year, on man's problems in the contemporary world. Science stresses man as a biological entity in the first year and man's physical environment in the second year. Guidance is a classroom study of individual and interpersonal psychology as well as a program in educational

and occupational counseling. Communications is concerned with developing effective reading, writing, and study skills.

Originally, the team approach was introduced at the junior college in order to facilitate integration among the various subject matter areas in the curriculum. A team consisted of five instructors, one from each of the areas. One member of the team was elected chairman, or coordinator. Three members shared one large office, while the Guidance Counselor and Communications instructor occupied private offices for the purpose of having personal interviews with students. Classroom sections consisted of about twenty-five students, and each instructor taught the same sections and, of course, the same students as the other four. This arrangement allowed instructors to discuss freely the day-to-day problems arising in teaching; to view problems of integration at close range; and to avoid repetition in subject matter presentation. The initial experience indicated that not only did the team approach help to accomplish integration but also helped the instructors to become more aware of the demands made on the students and on the faculty by the total program of study. For these reasons the team system, which was started as an experiment, has been continued for the past three years as an integral part of the program at Boston University Junior College.

In face of a continually increasing enrollment, both faculty and administration see in the team approach a means of meeting the needs of large groups of students without sacrificing the personal contact between student and teacher. For example, each team has about 125 students assigned to it. An enrollment of 750 students requires six teams. By the addition of four more teams, an increase in enrollment of 500 students could be accommodated, if deemed advisable, and the teacher-student ratio could be maintained at the same level without any sacrifice in the quality of the educational program. It would still be possible for units of instructors to attend to individual needs of students through the division of labor, corporate discussion methods, and tutorial instruction, which are indispensable aspects of the team system.

The primary purpose of this article is to report how a team approach functions in a general education program. This report will consider the team and freshman orientation; the contribution of the team to the administrative process; the team's role in the overall guidance of individual students; the extent to which it helps individualize instruction; its aid in the development of faculty growth; and, finally, its work toward achieving the goals of a general education.

## II. THE TEAM AND FRESHMAN ORIENTATION

Perhaps the best way to familiarize

the reader with the team system is to describe the orientation program in which a student at the junior college participates upon entering the freshman class in September.

A student comes to the junior college because he has educational problems. He may be a veteran who finds it desirable to enter into a program where individual guidance can aid him in making an academic readjustment and vocational choice; perhaps he seeks intensive training in basic communications skills which the college is prepared to give on an individual and small group basis. He may have acquired inadequate study habits in high school which would make it impossible for him to realize his potentialities without special attention; or, it may be that the program of studies which he took in high school did not enable him to meet the admission requirements of a four-year liberal arts program. In any case, he is now confronted with the inevitable adjustment which every student faces when he comes to college for the first time.

To ease this adjustment an extensive orientation program is provided at the junior college. This program is not a single event but a continuing process in which every attempt is made to help the student to understand what the junior college is; what it can do for him; and what it has done for others.

During registration week the stu-

dent attends lectures by the dean of the college and by the departmental chairman in which he is introduced to the five subject matter areas and to the overall philosophy of education at the college. Here he first learns of the team, which is described to him as a small faculty unit within the total college faculty. All teams are introduced to the student body and a brief explanation of their duties is presented. One of the team members leads a panel of previous graduates of the college in a discussion of student experiences with the team system and how it helped students in solving their problems and in accomplishing their educational objectives. Later, the new student attends informal coffee hours at which he talks personally with his own team of instructors and meets other members of his discussion group or section.

The orientation to the college and to the team system continues during the first week of classes. The student is given an opportunity to raise questions about the program and is briefed on the discussion methods which will form the basis for classroom instruction in all five subjects throughout his stay at the junior college.

During the same week the new student goes with his section, and the other four sections that are assigned to his team of instructors (approximately 150 students), to Boston University's rural camp for an afternoon and an evening of informal social ac-

tivities. Here he becomes better acquainted with the personalities of his fellow students and his instructors in a non-academic atmosphere. This experience can lead to a hastened rapport between the students and faculty members who will be working together throughout the year.

Thus, by the time the student begins his second week of classes at the junior college, his team of instructors and his fellow students are no longer strangers to him; he is better acquainted with the aims and procedures of the program in which he is studying; and he has had several opportunities to see that he is considered to be a unique and important person by a group of teachers whose activities are directed according to a joint team plan designed to help him meet his educational needs.

### III. THE TEAM IN THE ADMINISTRATIVE PROCESS

While the team is primarily an academic unit, it can play an important administrative role, one which can facilitate the work of the central administration and can aid the growth of the individual student. Since one of the basic assumptions inherent in the concept of the team is the belief that the members of the team are intimately concerned with the relationship of the student to every aspect of college life, it is inevitable that the team should participate to a limited extent in the administrative process.

The limits within which the team should function in the administrative process cannot always be clearly defined. In attempting to define these limits, however, consideration is given to the time available to team members for this purpose; to the proper jurisdiction of the central administration, the departments, standing committees, and the team itself; and to the group which can most effectively perform specific administrative functions.

The actual physical structure under which the team operates is of great importance since it facilitates the performance of the administrative aspects of team work. Because of the sharing of a common office, team members are in continuous easy communication with each other and can work and plan together without the need for constantly considering formal schedules. This makes possible the discussion of problems between two instructors who may be free at the moment, which may result either in an immediate solution or in some progress toward a solution before the problem is considered by the entire team.

Formal team meetings are held once a week for a two-hour period, with many informal meetings taking place spontaneously in between. The regular team meeting is scheduled at a time when students are free from classes, making it possible to arrange interviews with students without schedule conflicts. A regular agenda is prepared, and this is modified from

week to week according to the needs and problems of the team and its individual members.

Each team maintains a file containing a record of its activities. It is *not* intended that the team file should duplicate any existing records of the various departments or of the central administration. However, a record is needed of the minutes of team meetings and other matters relating particularly to team work, of which no other record is available. These records are of considerable help in enabling the team to evaluate its past and present performance.

There are several administrative duties which are best fulfilled by the team and which are supplementary to the activities of the central administration, the departments, and standing committees. Of these duties, one of the most time consuming is the end-of-year evaluation and recommendation of students for transfer or placement. This is, in a sense, the culmination of all team efforts throughout the year and, consequently, the more effective the team has been in carrying out its week-to-week activities in relation to the students, the better able it is to perform this task efficiently and objectively.

Occasionally there may be students who are not achieving their maximum growth because of interpersonal difficulties arising in a particular section to which they have been assigned. One or more of the instructors may

perceive this type of situation and call it to the attention of the other team members at the regular team meeting. After discussing the problem, if it is felt desirable, the team members recommend to the administration the changing of students from one section to another in order to enable the students to derive more benefit from the program.

Progress of students is constantly being reviewed by individual team members and by the team as a whole at its regular meetings. Whenever a student is failing to make satisfactory progress in his academic work, his instructors collectively seek reasons for his failure. Through team discussions it is possible for one instructor to see the student from another's point of view, and very frequently a joint plan for helping students to overcome their difficulties can be formulated and successfully carried out. At specific times during the year, if team members agree that a student cannot benefit from further instruction, or that a student is capable of growing more rapidly at another college either within or without the university, the team recommends to the administration dismissal or transfer of the student.

Another function of the team is to render service to the student who may be in difficulty because of attitudinal problems. Under such conditions, when the team thinks it appropriate, the student is called in to meet with the team and to discuss the problem.



In this case the entire team functions in a guidance capacity. This is a rare procedure and one which is followed only when the members of the team, after careful consideration of the student involved, feel reasonably certain that he will react favorably to this type of guidance situation.

The team functions in a similar manner when the question of unethical procedures, such as plagiarism or cheating, arises. The student concerned is called into a conference with the entire team, at which time all the evidence is presented. After the team arrives at a decision, it is communicated to the central administration and to the chairman of the department concerned for his approval and then to the student.

Because of the close personal relationship existing between team and student, team members soon become sensitive to changes in a student's behavior and, therefore, can sometimes detect student problems at a very early stage. In such circumstances, the team can follow a pre-administrative procedure by which the student is called in to discuss his difficulties with the team or with a member of the team. This procedure may solve the entire problem so that the administration need never find it necessary to discipline the student.

Close communication between the team and administration can be of mutual benefit in dealing with students in difficulty. Because of the

close relationship of the team members to the students, information can be made available to the administration which would be difficult to obtain otherwise, thus making possible a more objective evaluation of students and their problems. It may be possible for the team to acquaint the administration with extenuating circumstances which should be considered with reference to a particular student's behavior or problems. A conference between administrative officers and the team may well result in a solution to the problem which neither could have arrived at independently.

When it does become necessary for the administration to apply disciplinary measures to students, it has sometimes been helpful for a member of the team to act as an adviser to the student, who may report to him at regular intervals during the disciplinary period so that the instructor may help him make a more satisfactory adjustment to his problem.

The Guidance Department, of course, participates at every level in the situations described above through its member on the team. Frequently problems are seen to lie directly within the scope of the Guidance Department and, therefore, are referred directly to it.

The efficiency with which the administrative activities of the team are carried on depends to a large extent on the team coordinator. He is the

key member and can be instrumental in helping the team to perform its functions with utmost efficiency and to achieve a high degree of success in the various phases of its work. He should possess qualities of leadership which will enable him to direct the team members into areas of endeavor in which they are most competent. In order for a coordinator to achieve these results, he must be delegated authority and have his responsibilities clearly defined. This facilitates the smooth functioning of the team in its administrative role and also helps to clarify the administrative limits within which the team can function in the administrative process.

The coordinator acts as chairman at all team meetings. It is his responsibility to prepare the agenda for meetings and to call special meetings in consultation with the other members of the team. He is responsible for maintaining adequate communications between the team and the administration and between the team and departments. To this end he signs all team correspondence and works in close collaboration with the team secretary and with other team members in gathering information which the team can use to help in achieving its objectives. Such information should include minutes of meetings, records of students with whom the team members are working, a master schedule showing activities and locations of all team members at any time, and a

cumulative attendance record showing those students who are cutting too many classes.

In a situation in which several teams are operating, each team has its own methods by which it carries out its various functions, since each team is different with respect to its personnel and the ways in which the various members can work together most effectively. In addition, teams differ with respect to the kinds of activities in which they engage, and the emphasis placed on these varies somewhat, depending on individual team members, their interests, their qualifications, and the nature of the problems they encounter. While a considerable amount of freedom of action is essential to successful team functioning, there are certain semi-administrative functions which must be undertaken by every team and therefore must be standardized. As an attempt to achieve this standardization, a Council of Coordinators has recently been formed at Boston University Junior College.

The coordinators of the various teams will hold regular meetings at which team responsibilities will be delineated and decisions will be reached as to what should be required of all teams, and which procedures should be standard for every team. Such a council, it is hoped, will provide an invaluable means of communication among faculty members and will establish a bridge leading to greater un-

derstanding and cooperation among administrative and academic personnel.

#### IV. THE TEAM IN THE GUIDANCE PROCESS

The team approach provides unusual opportunities for the study of each student assigned to a given team. All of a student's classroom time is accounted for when his instructors single him out for discussion in team meetings. The analysis and evaluation of each student become more complete and accurate, taking on new dimensions as the instructors on the team pool their observations. They begin to see the student as a unique personality as well as an individual with certain aptitudes and abilities.

The broadened perspective made possible through team discussions of students is particularly helpful to the guidance counselor working in a team. By utilizing first-hand information gathered from all of a student's instructors, he obtains a multi-dimensional view of each student. This enables him to discuss problems with a student in the light of a broad and intensive faculty evaluation of the individual's capacities, interests, and abilities. Vocational and educational planning for each student can become more realistic. And, no longer are test scores, grades, and personal interviews the only sources of the counselor's knowledge of individual students.

Frequently the student may wish to

talk with one of the team members other than the counselor about his educational and vocational plans. In such cases the team member may consult with the counselor with regard to techniques and procedures for systematically exploring vocational alternatives with the student. The counselor can also make available the results and interpretations of various objective tests and any other pertinent information of a non-confidential nature which will assist the team member in discussing the student's educational and vocational goals.

The team approach thus provides, through a method which may be called "corporate guidance," a means of helping students with a wide range of problems. The extent to which the team applies this method successfully depends upon the extent to which all its members have adopted a "guidance frame-of-reference." At Boston University Junior College this is interpreted to involve the following:

- (1) The teacher should attempt to visualize the world of the student as perceived by the student in order to render most effective service.
- (2) Each teacher should realize that he does not *become* a counselor but rather that he *is* already a counselor in the eyes of many of his students.
- (3) The teacher's duty to his students is not fulfilled by competent classroom teaching alone but necessitates the teacher's concern with the

student as a dynamic human being with a past, present, and future.

(4) While the teacher should make every effort to present the subject matter to the student in a comprehensible and meaningful form, he must recognize that the ultimate integration of subject matter must be made by the student himself in relationship to his unique total life experiences.

In order to achieve the objectives of a program in which guidance plays such an integral part, the Boston University Junior College faculty attempts to get to know students as individuals. Outside of the classrooms, teachers become more intimately acquainted with their students in the team office and in individual or group tutorial sessions, and in afternoon social hours during the course of the

year it is possible for the entire team to meet its students in an informal atmosphere. The closer rapport built up through these meetings carries over into the classroom to facilitate learning and acts vitally to foster and to improve student morale throughout the college.

Individual team members often meet with student discussion groups in the social lounge. Such discussions can be of assistance to the team in gauging student attitudes toward subject matter and modes of instruction. For the students, such opportunities for self-expression in the presence of an interested and accepting instructor frequently have therapeutic effects, easing tensions among individuals or groups, and resulting in a healthier and freer educational environment.

# Recent State Legislation Affecting Junior Colleges

S. V. MARTORANA

THIS ARTICLE reports the fifth biennial survey of the action of state legislatures affecting the community-junior college level of American education. Periodically, summaries of the surveys are put forth in publications prepared under the auspices of the American Association of Junior Colleges.<sup>1</sup> While the earlier studies were conducted entirely as a service of the Association and its Committee on Legislation, the present study has been completed under the cooperative auspices of the Association and the Federal Office of Education.

Legislative action affecting junior colleges considered during the 1955 legislative sessions is the main subject of this report. Besides merely presenting summaries of the legislative actions considered, however, it attempts

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also to interpret the findings of the survey in terms of changes in the status of junior colleges as a result of the actions taken, and to point out any trends that may be disclosed by the series of studies of the state laws.

As has been true in the preceding studies of this series, data for the report were gathered by direct communication with the state departments of education. Replies to the inquiry were received from all of the 48 state departments and from the Territories of Hawaii and Alaska. Besides acquiring documents of legislation which had been considered in the various states, the writer carried on direct correspondence with state department personnel whenever necessary during the preparation of this report to get official interpretation of the legislation enacted or other needed information. In a few instances also, communications were exchanged with administrators of junior colleges to secure infor-

<sup>1</sup> See for example:

Hugh B. Price, "Recent Junior College Legislation in Various States," *Junior College Journal*, XVIII, 438-443.

S. V. Martorana, "Recent State Legislation Affecting Junior Colleges," *Junior College Journal*, XX, 241-252; and XXIV, 459-471.

S. V. Martorana, "The Legal Status of American Public Junior Colleges," *American Junior Colleges*, 3rd Edition, Jesse P. Bogue (Ed.), Chapter III. (Washington, D.C.: American Council on Education) 1952.



mation concerning the reactions of the junior college workers to the legislation which affected their institutions.

#### EXTENT OF LEGISLATIVE ACTION

Eleven of the 48 state legislatures enacted laws affecting the legal status of junior or community colleges in 1955. Responses from another 27 of the states indicated that no legislation of this sort had been either considered or enacted. Included in this number are those states in which the only action taken was the reappropriation of money for state aid to be distributed to the junior colleges according to formula used in the particular state. These states were so listed because the action taken served merely to carry on the existing status of the junior college movement in the state and did not change it from that of the past biennium. Nine other states reported that legislation had been considered but had not been carried successfully to the point of becoming law. In these nine states, the legislation which was turned down was the only legislation considered. Two others (California and Texas) are counted among the eleven states in which some laws were passed successfully, although in these two states some bills were introduced which failed to pass. Remaining unaccounted for in the foregoing figures is the state of Vermont and the several territories. Vermont is singled out because it passed a law which, although not changing the legal status of junior colleges in that state, had implications

for the interpretation of the role of such institutions therein. The several territories were excluded from the total tabulation because none of them reported legislative actions bearing on this subject.

As a matter of fact, more official interest in this level of education was present in the 1955 sessions of the legislatures than is shown by the survey of bills considered or enacted. Included among the states which were tabulated as not having passed or considered legislation about junior college education are five in which action was taken which demonstrated concern about post-high school education, encompassing the junior college and all other levels of higher education. Four states set up commissions or surveys authorized to inquire into the situation concerning all levels of post-high school education. It is to be expected that these inquiries will give considered attention to the role of the junior college in each instance. Colorado, Tennessee, and West Virginia set up these study groups through direct action of the legislature; New Jersey authorized a survey of facilities for higher education in the state through the legal administrative power of the State Board of Education. The fifth state, North Carolina, passed a law which creates a State Board of Education to promote the development and operation of a sound system of higher education, this level being defined as all educational services beyond the twelfth grade or its

equivalent. In addition, Illinois and Michigan, which are included in the tabulation of states that passed laws affecting junior colleges, also set up statewide study commissions. Ohio, which is included among the states counted as having considered but not passed junior college legislation, also failed to pass a bill authorizing a statewide study of higher education; however, this study is being undertaken under the auspices of the Ohio Association of Colleges. Finally, Connecticut, also counted among the states which attempted but failed to enact junior college legislation, approved a joint legislative resolution requesting the Board of Trustees of the University of Connecticut and the State Board of Education to study the problem of post-secondary education in the state.

Overall, then, it must be noted that the level of legislative activity concerning junior colleges was higher during the 1955 session than has been true in any of the earlier sessions studied. In the study made of the activity of the 1947, 1949, 1951, and 1953 legislatures, the number of states reported to have deliberated on enactments dealing with junior colleges ranged from 16 to 18. In this report for the year 1955, it is seen that 20 state legislatures considered in some way legislation relative to junior college education. If the states which are not otherwise counted but which have launched statewide surveys of all levels of post-high school education or otherwise

took action bearing indirectly on the junior college level are included, the figure of 26 states can be reported—a majority of the 48 states in the nation!

#### LEGISLATION ENACTED

Before relating the effects of recent state legislation on the legal status of junior colleges in the several states, a brief summary of the positive action of the legislatures in each state is presented. Enough data are given to illustrate the great variety in scope and type of legislation enacted and to provide an overview of the main features of the laws passed. Of necessity, however, the summaries are brief. Further information may be procured from any one of the designated states by communication with the state department of public instruction or the secretary of the state of the appropriate state.

*California* passed three bills bearing on the junior colleges. One of the enactments authorized the principal of any two-year junior college to admit to the institution any high school graduate and any other person over 18 years of age who in his judgment is capable of profiting from the instruction offered. Furthermore, he was also authorized to admit any apprentice, as defined in the state's labor code, who in the principal's judgment is capable of profiting from the instruction offered. Another law was passed which allows junior colleges to maintain summer session programs in accord with the rules and regulations of the

State Board of Education and with the prior written approval of the Superintendent of Public Instruction. Finally, the governing board of any high school district maintaining a junior college was permitted "... to request that the name of the district be changed to include the words 'high school district and junior college'."

*Florida* also approved three laws. An appropriation of \$4,196,652 allocated to the four public junior colleges in the state in varying amounts to each college for the construction of new buildings and the purchase of equipment, exclusive of site purchases, was approved in one of the laws. This law included the provisos that the Board of Public Instruction in the counties supporting the junior colleges must make formal request for the allocated funds; that the need for facilities shall be established by a survey made under the supervision of the State Department of Education; that the facilities recommended by such survey must be approved by the State Board of Education; and that the projects must be constructed according to the provisions set forth in *Florida Statutes*.

The second of the *Florida* laws dealt with matters of control and administration of junior colleges. It states that the public junior colleges comprise a part of the public school system of the state, are subject to the general school laws of the state insofar as these laws are applicable, are under the con-

trol of the county board of the county in which they are located, and are to be headed by a president rather than by a dean. It further authorized that junior colleges may be separately organized for grades thirteen and fourteen or may be organized as part of the secondary school including any or all of the secondary grades.

This law goes on to establish an unusual plan for administrative supervision of junior colleges taken over by agreement by two or more counties. In these cases, it requires that an advisory committee of not more than nine members be appointed by the state board from recommendations submitted by the county boards involved. The advisory committee is required to meet with the county board in which the junior college is located at least once each quarter to submit recommendations relating to personnel, curriculums, finance, and policies in general. Members of the advisory committee, however, do not have the right to vote on the decisions in any of these matters. This law further provides that the state board shall prescribe minimum standards for organization of junior colleges to assure that the purposes of the junior college and terminal-vocational and technical programs are attained.

The third law passed in *Florida* established a community college council at the state level. Included in the law is the definition of community colleges as offering (1) a program of general education consisting of classical

and scientific courses parallel to that of the first and second years of work at a senior four-year institution, (2) terminal courses of technical and vocational nature, (3) courses beyond the basic education for adults. The objective of the community college council is stated to be "... the formulation of a long range plan for the establishment and coordination of community colleges in areas most suitable and in most need of such institutions from the standpoint of the economic and physical well-being of the student as well as the relief afforded the institutions of higher learning of the state, both public and private, in the abnormally high increase in student population to be expected in the coming years." The council membership includes the state superintendent of public instruction of Florida and the president of a state supported junior college of the state as selected by the presidents of the state supported junior colleges. The Council was authorized to appoint a director, and an appropriation of \$60,000 for 1955-57 biennium was made to cover the costs of accomplishing the purposes of the act.

*Idaho* amended the basic junior college enabling law so that more revenue was made available to the colleges in the state. It now allows the supporting district of a junior college to levy a tax of 60 cents per \$100 of assessed valuation without further action. A tax of as much as 80 cents per \$100 of assessed valuation can be levied on ap-

proval of a majority of those voting in a regularly prescribed election. In addition, the authorized tuition charges made of students coming from outside of the district but within the county in which the college is located were raised from \$50 per year to \$75 per year. Students residing outside of the state must be charged at least \$100 per annum. No change was made in the tuition set for district students.

*Illinois* wrote into law a procedure for providing the financial state aid to the public junior colleges in the state. According to this statute, any school district maintaining a recognized junior college or providing tuition for pupils in a recognized junior college of some other district shall be entitled to claim apportionment for the school year of 1954-55 and for each school year thereafter of \$100 for each such resident pupil in attendance. The actual number of pupils in attendance shall be computed by taking the total number of semester hours of work in which all junior college pupils are registered as of November 1 and March 1 in any school year and dividing by 30. An appropriation of \$2,250,000 to be distributed at a rate not exceeding \$1,125,000 for the first year of the biennium was approved to meet the cost of the state aid program.

In addition, *Illinois* set up a "Higher Education Commission" of 18 persons to investigate, study, and survey the facilities of the colleges, public and private, to provide some solution to



the problem of overcrowded institutions of higher learning in the state. A complete report of the findings of the Commission is to be made by April 1, 1957. A sum of \$60,000 was appropriated to the Commission for carrying out its duties under this act.

*Maryland*, in its legislative approval of the State Department of Education's budget, approved an increase of \$25 per student per year in the allocation of monies to junior colleges. This raises the total amount of allocation to \$125 per student per year. This number of students which forms the base for this allocation is computed on the basis of equivalent of full-time students, with 15 hours of credit considered the standard load of a full-time student. All students who are residents of the state regardless of county of residence are counted in this computation.

*Michigan* passed an act which authorized the formation of community college districts composed of one or more contiguous counties and provided for the control and administration of such districts. Basic procedures established for the formation of the new type of community college district include the making of application by the county boards of education of the cooperating counties for approval by the State Board of Education and an election of the people in each of the counties participating in the request. The act defines a community college as "... a school providing instruction in collegiate and non-collegi-

ate courses of study, which shall not embrace more than two years of collegiate work. . . ." It spells out in detailed fashion the powers and responsibilities of the board of trustees of the new district. Membership on the board of nine or more trustees is determined as follows: one member is selected from each county of the college district by the county board of education of the respective counties to represent each county; one member is selected by the boards of education of all fourth class school districts in the college district; four members are selected by the boards of education of all first, second, and third class school districts in the college district; and three members are selected at large by the members who were selected by the procedures already described. The law also enables a tax levy on the community college district not to exceed one mill on each dollar of the state equalized value of the property in each of the counties comprising the community college district. A joint legislative resolution was also approved in Michigan to organize the machinery for a thorough study of the problems of which the prospective increases in enrollment portend. An appropriation of \$25,000 was approved to follow through on the joint resolution. The study committee established as a result of the resolution has representatives from the legislative, educational, and lay interests of the state.

*Nebraska*, like Michigan, passed a law authorizing the formation of



larger supporting districts for the junior college programs. Under its provisions, a junior college district can be organized by two or more existing school districts, which need not be contiguous, having a total average daily attendance of 400 or more pupils in the high schools of the cooperating districts, and having a combined total assessed valuation of not less than \$10,000,000. Basic prerequisite procedures for the formation of the new-type districts include a requesting petition signed by 10 per cent of the qualified electors residing in each school district in the proposed junior college district; approval by a majority of the members of each of the boards of education of each of the school districts; and approval of the voters by a 55 per cent favorable vote in an election on the question in each of the petitioning districts. Parallel procedures are outlined in the law for the annexation of new districts by junior college districts already formed and for formation of junior college districts comprising all of the territory in a county. For junior college districts that are thus made up of more than one school district, the law specifies that a six-man board of education for the junior college district is to be elected to serve for two-year terms. Election procedures are so structured that representation of all of the area served by the new junior college districts is assured. The duties and authority of the board of education of the new type districts

are also outlined in the law. It also carries the provision that the executive head of an institution organized under the new law is to be designated as president.

*New York* added a section to the basic community college law to extend a "charge-back" financial support procedure to include all two-year institutions in the state. Under the "charge-back" procedure a community college supporting district, which in *New York* is designated as the sponsoring agency, can charge and collect from each county in the state an amount equal to the cost to the supporting sponsor of providing education for students attending the college as non-residents of the sponsoring district and coming from within those counties. The state is the collecting and distributing agency for these "charge-back" funds and within this authority has the power to deduct amounts due from counties to which such charges have been made from any monies payable to the county by the state. This is a form of equalization of opportunity for public education extended to include the two-year institutions.

*Texas* enacted two laws which changed slightly the existing law governing junior colleges in the state. One law changed the system for making legislative appropriations for junior college purposes. While heretofore these appropriations had been based on a per capita payment, the 1955 law

provided for lump sum payments to each college listed by name in the law. The other enactment established the requirement that all students in Texas colleges, both junior colleges and higher institutions, must complete satisfactorily six hours of study in American History.

*Vermont* had introduced into the legislature a bill to extend its law authorizing the awarding of state scholarships by state senators. The phrasing of the bill as proposed would have allowed any Vermont student chosen to be a recipient of scholarships to attend any Vermont college accredited by the New England Association of Colleges and Secondary Schools. Before it became law, however, the bill was amended to provide that the scholarships would admit the recipients to any senior university or college in Vermont which is a member of the New England Association of Colleges and Secondary Schools, with the exception of Norwich University and the University of Vermont, and made no mention of any other types of post-high school institution. In this respect it reverted to the coverage of the original act.

*Wisconsin* approved an act authorizing counties to provide facilities for university extension centers. Under this law any county in which the Board of Regents of the University of Wisconsin approves the location of a university extension center may raise and appropriate money in an amount

not to exceed one-tenth of one per cent of the equalized valuation of the taxable property in the county for construction, remodeling, expansion, acquisition of land, buildings, and facilities for the university extension center. Wisconsin also completed action on legislation designed to provide better coordination for its public higher educational institutions. Included in this legislation is the consolidation of the University Extension Division in Milwaukee and the State College in Milwaukee into one institution operated as an integral part of the University of Wisconsin.

*Wyoming* amended the 1951 Community College Law and revised the rules covering bond elections so that bonds not to exceed two per cent of the assessed valuation of the community college district can be issued for capital outlay purposes. Approval of a majority of the property owners voting and of a majority of the non-property owners voting on the measure in an election in the district must be secured before the bond issue can be made.

Other basic features of the 1951 act, covering definition of a community college district, procedures for enlarging the district by annexation membership, and procedures for holding elections were re-enacted in the 1955 law.

#### BILLS NOT PASSED

Any portrayal of recent legislation would be incomplete without some re-

view of the proposals that were made to state legislatures but which failed to be constituted. This portion of the report is possible because state departments were requested to furnish information not only on the legislative efforts which finally became law in 1953, but on those which were not successful in getting the matters considered incorporated into the statute books. Again, described state by state according to the data made available for this report, the bills pertaining to junior colleges which *failed to pass* may be summarized as follows:

*California* failed to get into final law eight bills which related to the junior colleges. One of these would have established a Division of Junior Colleges in the organizational structure of the State Department of Education. Two bills would have altered the present scheme for state financial aid to school districts supporting junior college programs, one by deleting the present provision which limits credit for attendance in grades 13 and 14 to 630 class hours per fiscal year in the aid formula, the other by revising the formula for state aid for school building construction. The latter measure proposed that the state department would determine the maximum building area allowed for schools of less than 700 average daily attendance, but schools of larger average daily attendance would be allowed a basic maximum figure of 4,000 square feet plus a maximum of 80 square feet per

average daily attendance. Two bills sought to extend the services now being rendered to students studying under special handicaps. One would have increased the present fiscal allowances to be expended for providing reading services to blind students and would have made provision of such services mandatory rather than permissive. The other would have amended the law governing education of tuberculosis and polio patients in sanitariums and would have permitted the conducting of classes for adult students in such institutions. The intent of another bill was that of altering the statutory curriculum requirement that all junior college students attend courses in physical education so that this would become a permissive rather than compulsory matter. One of the bills which was introduced attempted to legalize the formation of student body organizations for purposes of providing essential activities related to, but not normally included as part of, the regular instructional program of the college, with power to charge fees up to \$20 per year. Finally, one bill sought to require the Director of Education to enter into agreement with the governing board of Modesto Junior College District for use of physical facilities until the state college is housed on a separate campus.

*Connecticut* had presented a bill which would have permitted the establishment of two-year community colleges under a plan very similar to

the New York State "Master Plan." This bill was rejected by the Education Committee of the Connecticut legislature and never reported out of committee.

*Massachusetts* had two bills introduced, one aiming at the establishment of a community college in a particular locality, Hyannis, to be operated under the general supervision of the Department of Education, and the other intended to establish enabling legislation to cover formation of community colleges by individual or groups of municipalities. The proposal also would have provided state financial assistance and the establishment of a five-man community college commission for general supervision of the institutions established under the law.

*Minnesota*, in its 1955 legislature, again considered a bill which would have provided for an appropriation of money for the public junior colleges in the state. The bill was passed by the House Education Committee but was not passed by the Senate Education Committee. The provisions of the bill called for an appropriation of \$500,000 to be divided equally during the two years of the biennium and distributed to the public school districts maintaining junior colleges at the rate of \$150 per student in average daily attendance.

*New Mexico* failed to get favorable action on a bill which would have provided enabling legislation for community college districts. It described in

complete fashion the procedures to be followed in the creation, supervision, financing, and dissolution of such districts in any county of the state. Further points covered in the bill were the definition of the scope of the curriculum of the proposed community colleges, limiting them to not more than two years of offerings beyond the twelfth grade; and the procedures to be followed in the election of a five-man board of control for the institutions created.

*Ohio* had introduced in the legislature a bill to permit the establishment of public junior colleges. However, the proposal did not even receive committee consideration since the legislature directed its attention instead to the bill recommending a complete survey of the needs for extended post-high school educational opportunities in the state. This latter proposal also ultimately failed to pass the legislature.

*Oregon* failed to give legislative approval to a bill to establish a program of state support funds for junior college programs. In its original form the bill provided that the State Board of Higher Education would pay to each school district maintaining a junior college a flat sum of \$1,000 and in addition \$100 for each average full-time student attending the college during the preceding school year. It is interesting to note that during consideration the bill was amended to delete the expression "junior college" wherever



it occurred in the proposal and to substitute instead the terminology "lower division collegiate grade program."

*Pennsylvania* had once more introduced a bill which would have directed the establishment of a city college in school districts of the first class in the state. The proposed city colleges were to have been an integral part of the public school system in the school district in these cities and administered by the Board of Public Education or some agency delegated by this Board. The institutions proposed were to have the power to confer degrees. The final article in the bill was the appropriation of \$4,000,000 to carry out the proposed enactment.

*Texas* voted down a bill proposing to define the place of junior college education within the state's educational system and to set up a specially designated agency for the general supervision of these institutions at the state level. The definitions set forth in the bill characterize junior colleges as two-year institutions of higher learning offering a comprehensive array of courses for both transfer and non-transfer students and include both the two-year institutions operating under local control and those operating as distinct entities within a baccalaureate degree-granting college or university. The main feature of this bill was the proposal to have the Board of Education establish and maintain a Public Junior College Service Division as a part of the State Department of Education in the Texas Education Agency.

This proposed "Texas Council of Public Junior Colleges" was to have responsibility for the direction and general supervision of the public junior college programs as defined in the bill.

*Utah* failed give legislative committee approval of a bill which was introduced to place the responsibility for operation and financial support of the junior colleges on regional districts described and designated for that purpose.

*Washington* gave legislative consideration to but did not pass two proposals bearing on the junior colleges. One of the bills was to provide permissive legislation to make it possible for junior college districts to set up an incorporated holding company to receive and administer gifts and bequests for the junior college. It further proposed that the junior colleges be designated as institutions of higher education for certain especially enumerated purposes where it was believed this designation would be more advantageous to the general welfare of these institutions than the existing legal designation as extended secondary schools. The second bill advocated the creation of a commission to study and reevaluate all phases of junior college operation and services in the state.

#### CONCLUSION: LEGAL STATUS OF JUNIOR COLLEGES

A number of comments which merit the attention of community-junior college workers can be made about the legislation reviewed in this report.



Some of the observations describe the trends and shifts in the legal status of the community-junior college from the situation as seen in the earlier reports of this series. Others identify elements in the character of the legislation reviewed that have special significance to the direction which the community-junior college movement may take in future years.

At the outset, one can report that no new states can be added to the list of 26 reported to have general legislation for community-junior colleges in the last edition of the reference volume, *American Junior Colleges*.<sup>2</sup> Indication that the dynamics of the junior college movement will once more spread to states which as yet do not have general legislation for this level of education can be seen, however, in the enactments which were considered but which failed to pass this year in a number of states. Connecticut, Massachusetts, New Mexico, and Ohio all saw introduced and considered proposals for enabling legislation for a statewide system of community colleges, the Massachusetts proposal being an extension of legislation already established in the state. In the case of both New Mexico and Ohio, the 1955 proposal was the second attempt to secure permissive legislation for junior colleges. It is to be expected that with an increase of understanding of the worth of a sound program of community college education and

continued efforts to establish it, success in these proposals will not be long delayed.

Despite the fact that the 1955 legislative sessions did not extend the list of states with permissive community-junior college legislation, the survey of the actions taken or considered does show that there is considerable ferment in community-junior college education over the nation. This is revealed in part by the gross observations that 11 states passed legislation pertinent to community-junior colleges, that nine others deliberated on the possibility of such legislation, and that machinery has been established in eight states to launch comprehensive surveys or studies of post-high school education looking into the possibilities of community-junior colleges as well as into other aspects of higher education. The dynamic nature of the current scene involving these institutions is also shown by the analysis of the type and scope of legislation taken up in the several legislatures. Specifically, five points of importance to the community-junior college movement can be made from the 1955 legislative proposals.

First, more and more attention is being given to the fundamental issue of district organization for purposes of administrative control and financial support of junior college programs. This is being done, however, without benefit of any sound or thorough research into the question of what

<sup>2</sup> *American Junior Colleges*, op. cit., p. 18.

scheme of district organization and scope of geographic coverage is best to accomplish the joint objectives of effective financial management and successful community college educational services to the supporting locality. The laws enacted in 1955 in Florida, Michigan, and Nebraska took up this question of district structure and it was also a matter of chief concern in the proposals which were considered but not made into law in Connecticut, Massachusetts, New Mexico, and Utah. Only from Florida does the report show that the legislation considered is related to basic research investigation of the problems surrounding district organization for community-junior college purposes.

Second, a trend seems to be taking form to organize special agencies at the state level for purposes of general supervision of junior college education. The Florida enactment established a community college council for this purpose. Both California and Texas attempted unsuccessfully this year to establish a comparable state-level agency within the framework of the state department of education, and Massachusetts had proposed an autonomous five-man commission for this purpose. Apparently, there is a growing feeling that the educational services provided to a state through the junior colleges are sufficiently complex in themselves and differentiable enough from other levels of public education to merit organization of a

separate supervisory agency at the state level.

Third, the financial basis for operation of junior colleges is being clarified and strengthened. Illinois, after several successive attempts, finally succeeded in getting enacted a legislative formula for providing state financial assistance to the junior colleges. Idaho, Florida, and Maryland saw actions taken whereby the junior colleges were strengthened financially. Although the bills did not pass, proposals were advanced to the legislatures in California, Minnesota, and Oregon to augment the financial base of the junior colleges. The persistence of Minnesota in attempting to get a bill providing state monies for junior college purposes through several successive legislative sessions has been matched only by Illinois. Illinois' success this year should provide encouragement to its colleagues in the junior colleges of Minnesota.

Fourth, some of the states are so structuring the legal procedures for financial state assistance to junior colleges as to extend this kind of educational opportunity to youth who do not live in a locality which meets the criteria of the state for maintenance and operation of a junior college. This is the plan basically followed in the extension of the "charge-back" procedure in the 1955 New York law and the new state-aid law in Illinois. This financial procedure which is well established in many states with regard

to provision of secondary education in high school and non-high school districts seems likely to be used increasingly with reference to junior college education also.

Fifth, there is still much evidence in the provisions of the legislation considered and in the wording of the bills that the place of the junior college in the American educational system has not yet been fully and clearly defined. One illustration presented to support this assertion is found in the 1955 enactment of the state of Wisconsin which authorizes a locality, a county in this case, to tax itself to build and provide physical plant and facilities to house a two-year collegiate program that is controlled and administered by the State University. Although the question of means for providing housing for the program is related to the locality, that of articulation of offerings of the program to community needs apparently is not similarly related.

Also suggesting ambiguity in the concept of the scope, level, and function of junior colleges is the fact that the latest laws in Florida and Nebraska are so worded as to stipulate expressly that the executive head of the institutions shall bear the title

"president" of the college, whereas in Michigan the term director is used. And as a final example of this situation, one can turn to the Washington legislature which considered a bill which, had it passed, would have designated the junior colleges in that state as institutions of higher education for certain purposes while allowing them to remain defined as extended secondary schools for other purposes.

In view of these conclusions, the recommendation might well be made that the American Association of Junior Colleges, through its Committee on Legislation, along with such other interested agencies as state and regional associations and professional educational workers in the field, take concerted and energetic action to define clearly and concisely the purpose and scope of services of the junior college. Having done this, they can then proceed to capitalize on the current heightening interest in post-high school educational opportunity in all of its facets to bring about more extensive and effective legislation, improved public understanding, and strengthened community-junior colleges as key institutions in the American educational system.

# Analysis of Negro Junior College Growth

GEORGE H. WALKER, JR.

THE 1955 "Analysis of Negro Junior College Growth" makes possible the viewing of the Negro junior college in historical perspective. Heretofore, the Analysis has been restricted to treatment of both the data from the current *Junior College Directory* and the information secured by the investigator from additional Negro institutions currently recognized as junior colleges.

## NUMBER OF COLLEGES AND ENROLLMENTS

Looking in retrospect at the 1929-30 school year, one finds that the *Directory* listed only 14 institutions recognized as junior colleges with a total enrollment of 1,405 students. The development of the junior college movement among Negroes has been slow, reaching a high of 32 junior colleges listed for the 1939-40 school year<sup>1</sup> with a total enrollment of 4,439 students.

The current *Junior College Directory* listed 24 Negro institutions,<sup>2</sup> with a total enrollment of 6,536 students. All of these institutions are located

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within the continental limits of the United States except the La Boca Junior College Division of the Canal Zone Junior College, which appears for the first time in the *Directory*. To the 24 institutions listed, the investigator added four institutions,<sup>3</sup> thus bringing the total to 28 Negro junior colleges.

lege; Edward Waters College; Friendship Junior College; George Washington Carver Junior College; Immanuel Lutheran College; La Boca Junior College Division of Canal Zone Junior College; Lincoln Junior College; Mary Holmes Junior College; Norfolk Division of Virginia State College; Oakwood College; Okolona College; Piney Woods College; Prentiss Institute; St. Philip's College; Stowe Teachers College, Junior College Branch; Swift Memorial College; Virginia Theological Seminary and College; Voorhees Junior College; and Washington Junior College.

<sup>1</sup> The *Directory* listed 32 Negro junior colleges as early as the 1936-37 school year, but the enrollment data were incomplete.

<sup>2</sup> The Negro colleges appearing in the *Directory* are these: Alabama State College, Junior College Branch; Carver College; Clinton College; Coahoma Junior College; Daniel Payne College; Dunbar Junior Col-

<sup>3</sup> The four Negro junior colleges added are the following: Harbeson Junior College; Morristown N. and I. College; Southwestern Christian College and Tyler Junior College Branch for Negroes. Of the four colleges added, Harbeson is the only one appearing in the Analysis for the first time. It is a Presbyterian school, established at Irmo, South Carolina, in 1949.

Table I shows the number of colleges and the total enrollments in successive two-year periods from 1929-30 to the present. Data used from

added by the investigator which increased slightly the total number of Negro colleges suitable for analysis.

There are several reasons for the number of Negro junior colleges remaining consistently small other than the fact that they are a regional development. Looking back to the 14-year period from 1937-1951, it can be seen that 13 junior colleges have become senior colleges, perhaps in the interest of increasing their holding power. Table II shows the one-time junior colleges which have become senior colleges.

Several Negro junior colleges and junior college branches have ceased operations for various reasons. Over the four-year period from 1951-1954, six such institutions have closed. Table III gives the institutions and their closing dates.

TABLE I

*Junior Colleges and Their Enrollments*

Year	Number	Total Enrollment
1929-30	14	1,405
1931-32	21	1,618
1933-34	24	2,586
1935-36	25	3,126
1937-38	30	3,857
1939-40	32	4,439
1941-42	29	4,336
1943-44	25	3,317
1945-46	23	3,753
1947-48	22	6,173
1949-50	23	6,447
1951-52	29	6,091
1953-54	28	6,536

1929-30 to 1949-50 represent listings of the *Directory* only. After 1949-50, brief supplementary data have been

TABLE II

*Institutions Which Were Junior Colleges But Have Become Senior Colleges During the Fourteen-Year Period from 1937-1951*

Institution	Location	Senior Program Started	Type	Accreditation Regional†
Jarvis Christian College	Hawkins, Tex.	1937	Private	x
Fort Valley State College	Fort Valley, Ga.	1939	Public	x
Bethune-Cookman College	Daytona Beach, Fla.	1941	Private	x
St. Paul's Polytechnic Institute	Lawrenceville, Va.	1941	Private	x
State A. and M. Institute	Normal, Ala.	1941	Public	x
Barber-Scotia College	Concord, N.C.	1942	Private	x
Grambling College	Grambling, La.	1942	Public	x
Albany State College	Albany, Ga.	1943	Public	x
Florida N. and I. College	St. Augustine, Fla.	1944	Private	x
Oakwood College*	Huntsville, Ala.	1945	Private	x
Butler College	Tyler, Tex.	1947	Private	
Mary Allen College	Crockett, Tex.	1949	Private	
Stillman College	Tuscaloosa, Ala.	1949	Private	x

\* Oakwood plans to discontinue its junior college, but has not done so at the time of the present listings of the *Directory*.

† Information was taken from *Educational Directory*, Part 3, of the U.S. Office of Education.



TABLE III

*Junior Colleges and Junior College Branches Which Have Closed*

Institution	Location	Closing Date
Jefferson College	Beaumont, Tex.	September, 1951
Soloman Coles Jr. College	Corpus Christi, Tex.	September, 1952
Southern Christian Inst.	Edwards, Miss.	May, 1953
Bettis Junior College	Trenton, S.C.	July, 1953
Coulter Junior College	Cheraw, S.C.	July, 1953
Wharton County Junior College Branch for Negroes	Wharton, Tex.	September, 1954

Table IV shows the number of public and private junior colleges from 1929-30 to 1953-54 for successive four-year periods. The number of public institutions has been a relatively small percentage of the total number of Negro colleges until recently. In the current Analysis the public colleges are 42.8 per cent of the total.

TABLE IV  
*Growth in Number of Junior Colleges  
1930-1954*

Year	Total	Public	Private	Percentage Public
1929-30	14	4	10	28.6
1932-33	21	5	16	23.8
1935-36	25	4	21	16.0
1938-39	29	6	23	20.7
1941-42	29	4	25	13.8
1944-45	25	6	19	24.0
1947-48	22	6	16	27.3
1950-51	24	7	17	29.2
1953-54	28	12	16	42.8

A breakdown of junior colleges in terms of states gives the following distribution: Mississippi ranks first with five junior colleges; South Carolina, second with four junior colleges; Alabama and Texas, third with three junior colleges each; Florida, Missouri, North Carolina, Tennessee, and Vir-

ginia, fourth, with two junior colleges each; Arkansas, Canal Zone, and Maryland have one junior college each.

The enrollment figures for 1955 are those covering the entire 1953-54 academic year, including summer school. During this year the largest total enrollment for a single state is in Virginia with 1,841 students. The Norfolk Division of Virginia State College, Norfolk, Virginia, again this year, has the largest total enrollment for a single institution—1,716 students (which is larger than the total enrollment of the 14 junior colleges of 1929-30). This is an increase of 311 students over the enrollment given last year for the Division.

Table V shows that the Negro junior college tends to remain consistently small. Twenty-five per cent of the junior colleges have fewer than 100 students. Of this number, 21.43 per cent are private junior colleges. Further, 64.29 per cent (eight public and ten private) of the institutions have enrollments which range from 113 to 379 students. Tyler Junior College and St. Philip's College, both public institu-

tions, have 466 and 497 students respectively.

TABLE V

*Size of Junior Colleges as Viewed Through Breakdown of Enrollment Figures*

Enrollment	Total	Number of Colleges	
		Public	Private
1- 49	3	0	3
50- 99	4	1	3
100- 199	13	3	10
200- 299	2	2	0
300- 399	3	3	0
400- 499	2	2	0
500- 599	0	0	0
600- 699	0	0	0
700- 799	0	0	0
800- 899	0	0	0
900- 999	0	0	0
1000-1999	1	1	0
Total	28	12	16

TABLE VI

*Comparison of Junior College Enrollment Figures in Classes for School Years 1953-54 and 1952-53*

Class	Number	Percentage	
		1953-54	1952-53
Freshman	2,659	40.7	37.3
Sophomore	1,578	24.1	24.0
Special	388	6.0	15.3
Adult	1,911	29.2	23.4
Total	6,536	100.0	100.0

Enrollment of special students has declined from 15.3 per cent of the total junior college enrollment to 6.0 per cent. This is a 9.3 per cent decrease in special student enrollment. Table VII shows the enrollment of special students over a period of six years in terms of the actual years for which enrollments are indicated.

Junior college enrollment figures for the 1953-54 academic year, in terms of the per cent that each of the classes

TABLE VII

*Special Student Enrollment in Junior Colleges Over a Six-Year Period From 1949-1954*

Enrollment	Percentage of Junior College Enrollment	Year
2,804	44.2	1948-49
1,949	30.2	1949-50
1,265	17.6	1950-51
943	15.4	1951-52
905	15.3	1952-53
388	6.0	1953-54

is to the total enrollment, indicate that freshman enrollment has increased by 3.4 per cent and that sophomore enrollment has increased by 0.1 per cent.

Table VIII gives adult enrollment for a period of six years. Last year's analysis indicated a 3.0 per cent increase. This year adult enrollment has increased 5.8 per cent, or, in actual figures, an increase of 523 students.

TABLE VIII

*Adult Enrollment in Junior Colleges Over a Six-Year Period From 1948-49 to 1953-54\**

Year	Total	Adult	Percentage of Adult
1953-54	6,536	1,919	29.2
1952-53	5,911	1,388	23.4
1951-52	6,091	1,247	20.4
1950-51	7,173	1,932	27.0
1949-50	6,447	863	13.4
1948-49	6,347	513	8.1

The 28 Negro institutions have 279 full-time and 177 part-time instructors, or a total of 456 instructors as compared to 366 instructors last year. The 177 part-time instructors are equivalent to 66.5 full-time instructors,

\* The years given in the table represent the actual school year of the enrollment instead of the year of the Directory carrying the enrollment data.

making a total of 346.5 full-time instructors or 12.37 full-time instructors per institution.

#### ACCREDITATION AND ASSOCIATION MEMBERSHIP

Of the 28 institutions, eight, or 28.57 per cent, are accredited by regional accrediting agencies. Six of the eight, or 21.43 per cent, are accredited by the Southern Association of Colleges and Secondary Schools; one is accredited

by the Middle States Association; and the remaining school is accredited by the North Central Association. Further, six of the accredited institutions are privately controlled, and the remaining two are publicly controlled. Six, or 21.43 per cent, of the twenty-eight institutions are active members and one is a provisional member of the American Association of Junior Colleges.

# The Junior College



JESSE P. BOGUE

The National Convention of the American Association of Junior Colleges is now one of the most important projects of the members of the Association. It will be held at the Hotel Statler, New York City, March 7 to 9, 1956. Issues and problems for consideration will be about as great as anyone can conceive. All of them are far-reaching in many aspects, yet they have direct and important bearings on what we are attempting to do in every classroom. It is this *implication* for junior college education arising from domestic and world issues that will be stressed.

Thomas L. Stokes, in the *Washington Evening Star*, December 6, 1955, states that the United States may be losing the "cold war" right in the classrooms. He said, "The danger that we are falling behind in scientific education was recognized during the recent White House Conference on Education, as well as the inadequacy of facilities and the declining quality of our education generally. In short,

right here at home, in our schools, we are neglecting an important weapon in the 'cold war' or 'cold peace' or whatever we may now term our competition with Russia."

On Wednesday afternoon, March 7, the delegates will have an opportunity to visit the headquarters of United Nations. A short briefing address will be made on the work of the United Nations and what it means to the youth of the world whose welfare and lives hang in the balance of decisions made in this organization. On Thursday morning, March 8, the convention will consider the implications of education, the progress of scientific and technical knowledge, and the cultural progress of the people of the various nations.

But what does all this add up to for junior college students? Does it make any difference to me, to us, to my students? Right now, December 8, 1955, in Washington the Department of Defense is working on the budget for the next fiscal year. Yesterday it

was stated that the budget will probably be thirty-four and a half billion dollars. Today, it was stated that budget would probably have to be increased by another \$500,000,000! Last year a bill was introduced in Congress to provide a skimpy appropriation of three hundred million dollars for help to the several states for school-house construction. It got nowhere. The slogan might have been, "Billions for war. Not one cent for education." Yet *education* is one of the most important weapons in the struggle for freedom and probably for existence itself.

Some of the basic questions which can be raised and considered are: How effective has United Nations been in deterring or stopping aggression? Can the United Nations send American boys to fight abroad? Can the United Nations prevent another war? Can the United Nations do anything about disarmament? What about the President's atoms-for-peace program? What have the United Nations aid programs got to do with world peace—like the technical assistance program, the international exchange of teachers and students, sharing with underdeveloped nations educational and cultural gains of our own civilization? Don't the Communists use the United Nations mainly for propaganda purposes?

And when these larger issues are brought into my college and into my classroom just what do they mean?

What do they mean to the lags in mathematics and the sciences, in the lack of engineers and technicians? What do they mean in the study of history, political science, sociology, and psychology? What do they mean in teaching foreign languages and the whole field of the arts of effective communications? What do they mean and imply for the humanities, the great wealth of cultural values civilizations have attained? Are problems in administration involved? Are there issues in student personnel work to be faced? What about national legislation? Where do the problems in curriculums and effective teaching come in?

When Adlai Stevenson visited Miami, Florida, a few days ago he was interviewed by the editor of the *Parient-Age*, student paper of the University of Miami. Question: Should the federal government subsidize science students in order to maintain our lead in the atomic weapons race? Answer: I do not know. Surely, though, if current reports of the Soviet Union's graduating more than twice as many scientists from their universities as we are is accurate, we must adopt positive measures to maintain our scientific know-how leadership.

The editor then asked: Do humanities studies still have a place on the American campus in the Era of the Atom? Answer: Yes. More than ever. We cannot hope to meet the great tests of our day and answer the searching problems which grip the soul of



man without finding answers to the questions of the heart as well as the head. The student should always concern himself with the moral values inherent in the teachings of the philosophers, the humanists, and the men of sensitive perception through the great reaches of history. In that lies greatness and leadership for America. Americans must always be responsive to the moral and ethical values of man. Our great strength is inherent in our moral posture and leadership.

The report of the foregoing interview is an excellent example of the implications of great international issues and problems as they directly affect education in the United States. They will be emphasized at the national convention.

On Friday morning, March 9, attention will be directed to issues and problems as they appear in many respects as another side of the issues and problems presented on Thursday. They will deal with the further development and application of technology to almost every phase of business, industry, transportation, communications, the home arts, and with how, in the end, these developments will affect society. Automation will come in as only one further step in the development and application of technology; it is a significant step and is destined to be more so in the future. Congressional hearings were held in Washington during the past summer on this subject. Views were expressed which

were flatly contradictory. Some witnesses contended that automation had greatly increased per man output; others contended that the per man output today is about what it was before World War II. Some witnesses said that automation would throw people out of work, that a great deal of retraining would be required, that industrial concerns would have to set up educational and retraining programs. Others countered that this was a lot of nonsense. Some claimed that automation is the wave of the future, with higher wages, fewer hours of work, more time for leisure and culture. Others said that automation is largely in the realm of fantasy.

Regardless of the pros and cons, and they will be presented at the convention, it is a fact that technology and science applied to agriculture have reduced the labor force on farms several times over during the past fifty years. Yet we are producing by the application of mechanical inventions and scientific methods far more food and raw products than anyone knows what to do with. There are over seven billion dollars worth of products in government warehouses now, and no one as yet has come up with an answer on how to dispose of them. What about other lines of work besides agriculture? Will technology affect them as it has agriculture? Will the work week go down to 25 hours, or will more work be required and more people employed? Will there be an actual

shortage of workers as some people contend? Will all education have to be greatly upgraded?

One author on this subject claims that by 1970 between nine million and thirteen million students will have to be in college because of automation. Is he right or wrong?

On Friday afternoon the discussion groups will have full freedom to consider any problems and issues of interest to themselves. They may follow some of the implications of the morning's program as they see fit.

The Student Personnel Committee will consider problems and issues in educational and industrial testing. Dr. Robert Gates Dawes, chairman, has a great battery of experts on this subject as consultants: Dr. John Dobbin, Educational Testing Service, Princeton, N. J.; Dr. Harold Seashore, Director of Testing, Psychological Corporation, New York City; Dr. Robert L. Thorndike, Teachers College, Columbia University; Dr. King Whitney, Director, Personnel Laboratory, New York City; and Dr. Oscar Edinger, Jr., Mt. San Antonio College, Pomona, California. This is certainly an outstanding group of men who should be able to answer the questions and contribute greatly to a better understanding of all phases of testing.

The Public Relations Committee, Dr. Alfred T. Hill, chairman, will take up the problems of financing the independent and church-related colleges. He will have as consultants two

of America's outstanding authorities on this question: Dr. Wilson Compton, President, the Council for Financial Aid to Education, New York City, and Bernard P. Taylor, Executive Director, The Pennsylvania State University Foundation, University Park, Pennsylvania. With the recent grants of \$210,000,000 to private four-year colleges, it is high time the two-year colleges should be considered on their merits for financial consideration. The Public Relations group should be a lively one.

Other groups are in various stages of preparation, but at this writing definite plans and programs cannot be announced because they are not in hand at the Washington office.

#### SOME OUTSTANDING SPEAKERS

Some of the main speakers for the convention will be: Thursday morning, March 8, Dr. Howard E. Wilson, Executive Secretary, Educational Policies Commission; the Honorable Francis Wilcox, Assistant Secretary of State; and Dr. Norman Cousins, Editor, *The Saturday Review*. These three speakers will deal with education, the extension of scientific and technical knowledge, and the development of cultural relations between nations and what it all means in terms of American education.

The speakers for Friday morning, March 9, will be: Dr. Dwayne Orton, Editor of *Think*; Mr. Ted Silvey, A.F.L.-C.I.O. and Dr. Eric A. Walker, Dean, College of Engineering and

Architecture, Pennsylvania State University. This panel will present the issues and problems related to junior college education implied in the rapid and further extension of technology, especially as it is found in automation. Dr. Orton will present the point of view of business and industry, Mr. Silvey, that of labor, and Dr. Walker, the point of view of education.

The speaker for the annual banquet cannot be announced at this time. However, Miss America 1956, will attend the banquet and speak briefly on the scholarship program of the Miss America Pageant. Miss America 1956 hails from our own Colorado Women

College, Denver, Colorado, in the person of Miss Sharon Kay Ritchie. The Honorable Ben C. Limb, Ambassador of the Republic of Korea, will attend the banquet and present a special scroll to the Association to express the appreciation of the Republic for assistance given by junior colleges for the educational institutions of Korea and for scholarships given to Korean students. The New York State Association of Junior Colleges will present a very special token of recognition and honor to Dr. H. B. Knapp who retired from the directorship of Long Island Agricultural and Technical Institute on January 1, 1956.

## Current Publications Received of Interest to Junior College Readers

Allen, Shirley W. *Conserving Natural Resources*. New York: McGraw-Hill Book Co., 1955. Pp. ix + 347. \$5.50. This volume covers the entire field of natural resources, including minerals, and discusses the nature of each group of resources and its significance in the individual and national economy. The practices which lead to the depletion of our natural resources and those which foster their fair distribution and conservation are analyzed.

Bennett, Margaret E. *Guidance in Groups*. New York: McGraw-Hill Book Co., 1955. Pp. xi + 411. \$5.50.

This book deals systematically and extensively with group approaches to all phases of guidance—personal, social, vocational, and educational—at various levels from childhood to later maturity. The author emphasizes the purposes of group procedures in guidance or personnel services and considers their relationship with individual procedures such as counseling.

*Construction of Laboratory Apparatus for Schools*. (Series II.) New York: Columbia University Press, 1955. \$8.00.

This portfolio of drawings is intended primarily for the use of manufacturers but is suitable also for the workshops of vocational schools. It includes complete lists of materials required for each item, exact specifications for each part, and instructions

for assembly, together with indications of the purpose of each item in school use. The drawings in this Series include equipment for advanced instruction in physics, chemistry, and biology in secondary schools.

*Financing of Education*. New York: Columbia University Press, 1955. Pp. 284. \$2.00.

Based on the information obtained from questionnaires sent to the Ministries of Education of 55 countries, this study offers administrators and teachers a clear picture of the several systems of financing education now in force and of their resemblances and differences.

Glos, Raymond E. and Baker, Harold A. *Introduction to Business*. Cincinnati: South-Western Publishing Co., 1955. Pp. xi + 692.

This textbook undertakes to interpret business for college students and reflects changes occurring in the current business picture.

Hardee, Melvane Draheim. *Counseling and Guidance in General Education*. Yonkers-on-Hudson, New York: World Book Co., 1955. Pp. xix + 444.

This volume, which is sponsored by the National Committee on General Education of the Association for Higher Education, attempts to describe and appraise our counseling and

guidance practices and services in relation to the far-reaching transformation that is taking place in higher education.

Hofstadter, Richard and Metzger, Walter P. *The Development of Academic Freedom in the United States*. New York: Columbia University Press, 1955. Pp. xvi + 527. \$5.50.

Beginning with the foundations of academic freedom in the achievements of the medieval masters, the authors treat the origins of academic freedom, its European background, and its evolution in the distinctly American system of education up to the present day.

Holmes, Henry Wyman. *Democracy Makes New Demands on Education*. (Inglis Lectures in Secondary Education) London: Oxford University Press, 1955. Pp. 50. \$1.50.

To honor the memory of Alexander Inglis, 1879-1924, his friends and colleagues gave to the Graduate School of Education, Harvard University, a fund for the maintenance of a Lectureship in Secondary Education. This is the twentieth annual lecture in the series.

Karl, S. Donald (ed.). *The College Handbook*. New York: College Entrance Examination Board, 1955. Pp. xlv + 399. \$1.00.

Directed primarily to students, parents, and guidance counselors, the *Handbook* contains statements by 169

member colleges of the College Entrance Examination Board which provide descriptions of the colleges and give other pertinent information about them.

MacIver, Robert M. *Academic Freedom in Our Time*. New York: Columbia University Press, 1955. Pp. xiv + 329. \$4.00.

Dr. MacIver looks at the major causes and conflicts of academic freedom in our day, exposing the narrow economic interests or social prejudices that have animated various groups to band together to assail it—in the names of "patriotism," "Americanism," "anticommunism," and by devices that have throughout the years deceived the unwary.

*Music in Education*. New York: Columbia University Press, 1955. Pp. 335. \$3.00.

This book contains the principal speeches made at the International Conference on the Role and Place of Music in the Education of Youth and Adults held in Brussels in 1953.

Thomas, William E., Jr. (ed.). *Readings in Cost Accounting, Budgeting, and Control*. Cincinnati: South-Western Publishing Co., 1955. Pp. x + 785.

Designed to supplement existing texts, this book is composed of a collection of articles written by leaders and teachers in the field of cost accounting and budgeting.



## Analysis of Junior College Growth

JESSE P. BOGUE

THE PURPOSE of the analysis of growth in junior colleges is to give the reader a rather quick view of what has happened to the movement from its inception to the present time. It is common knowledge that all forms of education from the elementary schools through the graduate departments of the universities have experienced great expansions since the year 1900. Moreover, the percentages of students enrolled in the various levels of education in relation to the total population's ages for those levels have constantly increased. For example, in 1900 only four per cent of college age youth were in higher education. In 1954-55 this percentage had increase to 33. It is predicted by some authorities that there will be about 50 per cent of college age youth in higher education by 1971.

The growth of junior colleges is, therefore, part and parcel of the general movement for more people to pursue further education and for the percentages in various age groups to enter and remain in school. In this respect the junior college movement is not especially unique. It reflects the general trends in all education in the United States.

As to predictions, it is of interest to note that enrollments in the fall of 1955, according to the U. S. Office of Education, reached the highest peak in the history of this nation with 2,720,929. Predictions made by Ronald B. Thompson<sup>1</sup> in 1954 were that enrollments would reach 2,505,206. Actual enrollments exceeded those predicted by more than 215,000! The rather amazing fact about the increasing enrollments during the past two years is that they came from those years during which the birth rates were at a low ebb. There were, for instance, 500,000 fewer young people of college age in 1954 than in 1939.

As is shown in Table IV, junior colleges have shared in the remarkable record of increasing collegiate enrollments since the year 1900. If the past record is indicative of future expansions, junior colleges will share responsibility in ever increasing numbers for the future. Between the years 1939

<sup>1</sup> Ronald B. Thompson, *The Impending Tidal Wave of Students*, 1954, American Association of Collegiate Registrars and Admissions Officers. His estimate was based on "no further increase in percentage of college-age youth attending our colleges." The base used by Thompson was 31 per cent.

TABLE I

*Summaries for All Junior Colleges by States*

State	Number of Colleges	Membership in A.A.J.C.		Student Enrollment 1954-55					Faculty 1954-55		Total Full-time Equivalent
		Active Members	Provisional Members	Total	Freshman	Sophomore	Special	Adult	Full-time Faculty	Part-time Faculty	
Alabama	10	6	1	1693	945	516	115	117	145	52	170
Arizona	2	2	..	3800	1169	440	205	1986	72	32	81
Arkansas	4	4	..	2542	853	577	214	898	66	25	75
California	71	51	..	318960	79449	32427	43541	164543	3799	4164	4935
Colorado	8	8	..	7786	1823	825	135	5003	196	145	244
Connecticut	7	6	..	9693	1794	912	3487	3500	153	405	248
Delaware	1	1	..	222	119	58	9	36	15	4	17
Dist. of Columbia	7	6	1	2927	1029	862	105	931	140	156	235
Florida	10	9	..	5969	2120	868	1034	1947	160	98	189
Georgia	18	14	..	14407	2893	1690	1520	8304	242	114	289
Idaho	2	2	..	2396	780	356	207	1053	62	15	70
Illinois	23	21	..	33627	10472	4140	6369	12646	434	760	700
Indiana	8	2	..	8750	899	553	3077	4221	105	250	171
Iowa	23	20	..	11915	2239	1140	956	7580	188	283	293
Kansas	22	20	..	7478	3312	1777	466	1923	201	238	303
Kentucky	13	12	..	3424	1929	1083	271	141	151	80	189
Louisiana	1	1	..	259	188	71	..	..	21	2	22
Maine	4	3	..	601	333	201	55	12	50	14	55
Maryland	11	7	..	2959	1221	572	205	961	146	93	178
Massachusetts	18	17	..	6837	3454	1971	924	488	297	271	380
Michigan	16	15	..	21579	5581	2221	3832	9945	336	348	446
Minnesota	11	10	..	8769	1230	571	629	6339	113	147	173
Mississippi	23	17	..	9934	4308	2515	1119	1992	500	108	556
Missouri	19	16	..	10816	4407	2420	440	3549	545	165	611
Montana	3	3	..	1032	325	223	163	321	37	29	45
Nebraska	5	3	..	2172	683	357	318	814	48	59	72
Nevada	1	..	..	370	107	29	35	199	5	23	16
New Hampshire	1	1	..	461	249	211	1	..	43	..	43
New Jersey	10	7	..	3151	1061	484	1431	175	114	70	147
New York	31	19	..	26173	6773	4398	3460	11542	890	434	1084
North Carolina	22	17	..	8389	3016	1571	1623	2179	328	157	381
North Dakota	4	4	..	1761	997	338	69	357	72	44	85
Ohio	7	6	..	6493	504	237	3828	1924	204	303	316
Oklahoma	16	12	..	5984	2759	1378	756	1091	197	152	256
Oregon	4	3	..	2772	1004	421	1228	119	110	60	134
Pennsylvania	25	10	..	17629	2608	1472	3137	10412	327	747	518
Rhode Island	1	1	..	608	33	13	538	24	3	39	16
South Carolina	8	4	..	1649	778	360	332	179	71	29	84
South Dakota	3	2	..	467	107	63	271	26	15	24	30
Tennessee	10	7	1	2952	1724	920	92	216	147	52	168
Texas	45	40	..	61103	22935	9805	13683	14689	1310	772	1615
Utah	4	4	..	7388	1558	897	1821	3112	96	148	172
Vermont	2	2	..	516	291	202	23	..	40	7	43
Virginia	16	12	1	9521	2351	1166	2852	3152	340	178	399
Washington	11	9	..	20494	3189	1434	1888	13983	243	261	312
West Virginia	4	4	..	1753	1014	648	91	..	79	13	85
Wisconsin	12	..	..	7750	2279	701	713	4057	170	241	241
Wyoming	4	4	..	3571	465	171	128	2807	47	113	67
Alaska	3	1	..	1138	21	6	750	361	6	45	21
Canada	5	2	..	2048	604	153	1066	225	108	64	125
Canal Zone	1	1	..	176	109	39	28	..	8	7	11
Cuba	1	..	..	621	91	62	261	207	25	15	32
Greece	1	..	..	145	94	51	..	..	8	10	12
Hawaii	1	..	1	59	28	26	5	..	7	6	9
Lebanon	1	..	..	331	147	158	15	11	23	17	29
Rep. of Philippines	1	1	..	172	83	21	48	20	7	2	8
Puerto Rico	1	..	1	129	100	21	2	6	12	2	13
TOTALS	596	449	6	696321	190634	85802	109571	310314	13277	12092	17219

**TABLE II**  
**Summaries for Public Junior Colleges by States**

State	Num- ber of Col- leges	Membership in A.A.J.C.			Student Enrollment 1954-55				Faculty 1954-55		
		Ac- tive Mem- bers	Provi- sional Mem- bers	Total	Fresh- man	Sopho- more	Special	Adult	Full- time Faculty	Part- time Faculty	Total Full- time Equiva- lent
Alabama	1	..	..	245	116	126	3	..	16	..	16
Arizona	2	2	..	3800	1169	440	205	1986	72	32	81
Arkansas	3	3	..	1894	686	430	201	577	56	20	63
California	66	47	..	318443	79152	31240	43508	164543	3748	4128	4865
Colorado	7	7	..	7423	1602	683	135	5003	161	136	207
Florida	5	5	..	3822	1269	517	440	1596	92	67	112
Georgia	9	7	..	12804	1974	1164	1434	8232	120	88	155
Idaho	2	2	..	2396	780	356	207	1053	62	15	70
Illinois	13	13	..	30548	9333	3534	6031	11650	310	628	533
Indiana	5	1	..	8484	759	456	3048	4221	82	237	143
Iowa	16	13	..	9957	1259	533	703	7462	39	245	129
Kansas	14	13	..	6069	2731	1370	315	1653	114	190	197
Kentucky	2	2	..	715	368	190	83	74	16	12	22
Louisiana	1	1	..	259	188	71	..	..	21	2	22
Maryland	7	5	..	2492	973	390	168	961	102	72	126
Massachusetts	2	2	..	373	199	64	78	32	..	65	16
Michigan	14	13	..	21329	5433	2150	3808	9938	327	325	426
Minnesota	9	8	..	8456	1030	464	625	6337	95	134	149
Mississippi	15	14	..	8540	3726	2225	985	1604	397	77	441
Missouri	8	8	..	6712	2346	1063	135	3168	182	88	215
Montana	3	3	..	1032	325	223	163	321	37	29	45
Nebraska	4	3	..	2013	618	321	292	782	34	55	56
Nevada	1	..	..	370	107	29	35	199	5	23	16
New Jersey	2	2	..	911	237	102	506	66	27	23	36
New York	16	11	..	24350	5917	3764	3278	11391	735	290	876
North Carolina	5	3	..	2498	490	193	875	940	41	81	60
North Dakota	4	4	..	1761	997	338	69	357	72	44	85
Ohio	1	1	..	328	52	15	7	254	175	80	202
Oklahoma	13	10	..	5634	2554	1279	740	1061	181	126	227
Oregon	2	2	..	1362	868	339	36	119	73	18	81
Pennsylvania	12	1	..	15240	1443	782	3043	9972	174	636	311
Tennessee	1	1	..	725	431	287	..	7	40	2	41
Texas	34	31	..	58544	21669	9150	13161	14564	1183	716	1458
Utah	4	4	..	7388	1558	897	1821	3112	96	148	172
Virginia	3	2	..	7029	1172	530	2461	2866	127	133	166
Washington	10	9	..	20433	3167	1430	1853	13983	239	257	306
West Virginia	1	1	..	546	294	210	42	..	39	1	39
Wisconsin	10	..	..	7628	2203	655	713	4057	152	231	219
Wyoming	4	4	..	3571	465	171	128	2807	47	113	67
Alaska	2	1	..	1118	9	..	750	359	6	39	18
Canada	2	..	..	582	117	75	390	..	43	32	52
Canal Zone	1	1	..	176	109	39	28	..	8	7	11
<b>TOTALS</b>	<b>336</b>	<b>260</b>	<b>..</b>	<b>618000</b>	<b>159895</b>	<b>68295</b>	<b>92503</b>	<b>297307</b>	<b>9546</b>	<b>9645</b>	<b>12582</b>

TABLE III

*Summaries for Private Junior Colleges by States*

State	Membership in A.A.J.C.			Student Enrollment 1954-55					Faculty 1954-55		
	Number of Col- leges	Ac- tive Mem- bers	Provi- sional Mem- bers	Total	Fresh- man	Sopho- more	Special	Adult	Full- time Faculty	Part- time Faculty	Total Full- time Equiv- alent
Alabama .....	9	6	1	1448	829	390	112	117	129	52	154
Arkansas .....	1	1	-	648	167	147	13	321	10	5	12
California .....	5	4	-	517	297	187	33	.....	51	36	70
Colorado .....	1	1	-	363	221	142	.....	.....	35	9	37
Connecticut .....	7	6	-	9693	1794	912	3487	3500	153	405	248
Delaware .....	1	1	-	222	119	58	9	36	15	4	17
Dist. of Columbia....	7	6	1	2927	1029	862	105	931	140	156	235
Florida .....	5	4	-	2147	851	351	594	351	68	31	77
Georgia .....	9	7	-	1603	919	526	86	72	122	26	134
Illinois .....	10	8	-	3079	1139	606	338	996	124	132	167
Indiana .....	3	1	-	266	140	97	29	.....	23	13	28
Iowa .....	7	7	-	1958	980	607	253	113	149	38	164
Kansas .....	8	7	-	1409	581	407	151	270	87	48	106
Kentucky .....	11	10	-	2709	1561	893	188	67	135	68	167
Maine .....	4	3	-	601	333	201	55	12	50	14	55
Maryland .....	4	2	-	467	248	182	37	.....	44	21	52
Massachusetts .....	16	15	-	6464	3255	1907	846	456	297	206	364
Michigan .....	2	2	-	250	148	71	24	7	9	23	20
Minnesota .....	2	2	-	313	200	107	4	2	18	13	24
Mississippi .....	8	3	-	1394	582	290	134	388	103	31	115
Missouri .....	11	8	-	4104	2061	1357	305	381	363	77	396
Nebraska .....	1	-	-	159	65	36	26	32	14	4	16
New Hampshire .....	1	1	-	461	249	211	1	.....	43	.....	43
New Jersey .....	8	5	-	2240	824	382	925	109	87	47	111
New York .....	15	8	-	1823	856	634	182	151	155	144	208
North Carolina .....	17	14	-	5891	2526	1378	748	1239	287	76	321
Ohio .....	6	5	-	6165	452	222	3821	1670	29	223	114
Oklahoma .....	3	2	-	350	205	99	16	30	16	26	29
Oregon .....	2	1	-	1410	136	82	1192	.....	37	42	53
Pennsylvania .....	13	9	-	2389	1165	690	94	440	153	111	207
Rhode Island .....	1	1	-	608	33	13	538	24	3	39	16
South Carolina .....	8	4	-	1649	778	360	332	179	71	29	84
South Dakota .....	3	2	-	467	107	63	271	26	15	24	30
Tennessee .....	9	6	1	2227	1293	633	92	209	107	50	127
Texas .....	11	9	-	2559	1266	655	522	116	127	56	157
Vermont .....	2	2	-	516	291	202	23	.....	40	7	43
Virginia .....	13	10	1	2492	1179	636	391	286	213	45	233
Washington .....	1	-	-	61	22	4	35	.....	4	4	6
West Virginia .....	3	3	-	1207	720	438	49	.....	40	12	46
Wisconsin .....	2	-	-	122	76	46	.....	.....	18	10	22
Alaska .....	1	.....	-	20	12	6	.....	2	.....	6	3
Canada .....	3	2	-	1466	487	78	676	225	65	32	73
Cuba .....	1	.....	-	621	91	62	261	207	25	15	32
Greece .....	1	.....	-	145	94	51	.....	.....	8	10	12
Hawaii .....	1	.....	1	59	28	26	5	.....	7	6	9
Lebanon .....	1	.....	-	331	147	158	15	11	23	17	29
Rep. of Philippines ..	1	1	-	172	83	21	48	20	7	2	8
Puerto Rico .....	1	.....	1	129	100	21	2	6	12	2	13
TOTALS .....	260	189	6	78321	30739	17507	17068	13007	3731	2447	4687

**TABLE IV**  
*Number of Colleges and Enrollments*  
 1900-1954

School Year	Number of Colleges	Enrollment	Percentage Increase in Enrollment
1900-1901	8	100	.....
1915-1916	74	2,363	.....
1921-1922	207	16,031	.....
1925-1926	325	35,630	.....
1926-1927	408	50,529	.....
1927-1928	405	54,438	7.7
1928-1929	429	67,627	24.2
1929-1930	436	74,088	9.6
1930-1931	469	97,631	31.8
1931-1932	493	96,555	— 1.1
1932-1933	514	103,530	7.2
1933-1934	521	107,807	4.1
1934-1935	518	122,311	13.5
1935-1936	528	129,106	5.6
1936-1937	553	136,623	5.8
1937-1938	556	155,588	13.9
1938-1939	575	196,710	26.4
1939-1940	610	236,162	20.1
1940-1941	627	267,406	13.2
1941-1942	624	314,349	17.6
1942-1943	586	325,151	3.4
1943-1944	584	249,788	—23.2
1944-1945	591	251,290	0.6
1945-1946	648	294,475	17.2
1946-1947	663	455,048	54.5
1947-1948	651	500,536	10.1
1948-1949	648	465,815	— 6.9
1949-1950	634	562,786	17.2
1950-1951	597	579,475	2.8
1951-1952	593	572,193	— 1.3
1952-1953	594	560,732	— 2.0
1953-1954	598	622,864	11.1
1954-1955	596	696,321	11.8

and 1954, for example, degree-granting public institutions increased by 80.9 per cent, degree-granting private institutions increased by 76.3 per cent, public non-degree granting institutions increased by 144.4 per cent, and private non-degree institutions increased by 25.7 per cent. The foregoing data

are from the U. S. Office of Education. Table VI in this analysis reflects the same general results, although percentages may be somewhat different, that the public junior and community colleges are showing the greatest percentages in increased enrollments of any segment of higher education.



NUMBER OF COLLEGES AND  
ENROLLMENTS

The number of colleges and enrollments in 1900 are estimates only. Compilations made in 1915 were by F. M. McDowell, those in 1922 and again in 1927 by L. V. Koos. Since 1930, data have been secured and published annually by the American Association of Junior Colleges. It will be readily seen that while the number of colleges in 1946-47 was 663, the highest in the history of the movement, enrollments then were more than 200,000 less than in 1954-55, and even fewer than in any year following 1946-47. One aspect of the growth, therefore, has been in the numbers of students in the established colleges since that year and also since 1939-40 when there were 610 junior colleges.

For the 1956 *Directory*, 13 colleges are not reported which were in the

1955 issue. One of these represents a change in name and organization, namely, Grant Technical in California to American River. Four of them became senior colleges and 8 were closed because segregation was locally abolished or for other reasons. The names of 11 colleges appear in the 1956 *Directory* which were not in the 1955 issue. With the exception of American River all of these are new institutions. There are 15 colleges listed outside the continental United States which enrolled 4,809 students. Of this number 3,176 students are from institutions in Canada and Alaska.

Table V indicates the growth of junior colleges by types of institutions from 1900 to 1954. In 1947-48 the number of public and private colleges was exactly the same. Since that time the number of public colleges has increased to the point where they stand

TABLE V  
*Growth in Number of Junior Colleges  
1900-1954*

Year	Total	Public	Private	Percentage Public
1900-01.....	8	0	8	0
1915-16.....	74	19	55	26
1921-22.....	207	70	137	34
1925-26.....	325	136	189	42
1929-30.....	436	178	258	41
1933-34.....	521	219	302	42
1938-39.....	575	258	317	45
1947-48.....	651	328	323	50
1952-53.....	594	327	267	55
1953-54.....	598	338	260	57
1954-55.....	596	336	260	56

at 56 per cent of the total and the private, 44 per cent. One reason for this change since 1947-48 is to be found in an actual increase of the public institutions from 328 to 336. Another reason is the decrease in private institutions by the omission of a considerable number of junior business colleges from listings in the annual *Directory*.

Table VI gives the enrollments by years from 1900 to 1954-55. The two types of colleges were about equal in enrollments until 1917. Since that year the public colleges have been increasing more rapidly in actual numbers and percentages than the private colleges. However, during the year 1954-55 the private colleges held to the same percentage of enrollments which they had in 1953-54, namely 11 per cent. To a considerable degree the increasing enrollments in public colleges may be found in the rapid increase of spe-

cial and adult students, although full-time enrollments have also grown with great rapidity.

Tables VII and VIII show the breakdown of enrollments by classifications. It will be observed that students classified as special and as adults were listed merely as "others" until 1947-48. This form of reporting is carried out in Table VII for comparative purposes. Table VIII gives further information on classifications which were begun in 1947-48. It will be observed that while the increase in total enrollments for 1954-55 compared to the previous year was 11.8 per cent, increases in special students were 15.9 per cent and for adults, 13.8 per cent.

#### SIZE AND LOCATION OF COLLEGES

Tables IX and X show the distribution of enrollments by the size of the colleges and their distribution by

**TABLE VI**  
*Growth in Junior College Enrollment*  
*1900-1954*

Year	Total	Public	Private	Percentage Public
1900-01	100	0	100	0
1915-16	2,363	592	1,771	25
1921-22	16,031	8,349	7,682	52
1925-26	35,630	20,145	15,485	57
1929-30	74,088	45,021	29,067	61
1933-34	107,807	74,853	32,954	69
1938-39	196,710	140,545	56,165	71
1947-48	500,536	378,844	121,692	76
1951-52	572,193	495,766	76,427	87
1952-53	560,732	489,563	71,169	87
1953-54	622,864	553,008	69,856	89
1954-55	696,321	618,000	78,321	89

TABLE VII

*Distribution of Enrollments  
1936-37 to 1954-55*

Year	Freshman	Sophomore	Others	Total
1936-37	73,880	41,993	20,750	136,623
1937-38	80,398	41,986	33,204	155,588
1938-39	96,687	47,174	52,849	196,710
1939-40	105,663	57,128	73,371	236,162
1940-41	104,819	60,218	102,369	267,406
1941-42	100,280	55,644	158,425	314,349
1942-43	90,810	40,981	193,360	325,151
1943-44	62,307	25,690	161,791	249,788
1944-45	117,836	36,537	140,102	251,290
1945-46	116,282	35,948	142,245	294,475
1946-47	210,805	67,406	176,837	455,048
1947-48	196,510	119,080	184,946	500,536
1948-49	172,537	100,323	192,955	465,815
1949-50	183,117	102,871	276,798	562,786
1950-51	164,523	93,622	321,330	579,475
1951-52	139,850	70,976	361,367	572,193
1952-53	156,192	70,065	334,475	560,732
1953-54	172,566	83,138	367,160	622,864
1954-55	190,634	85,802	419,885	696,321

TABLE VIII

*Number of Special and Adult Students  
1947-48 to 1954-55*

Year	Number of Special Students	Percentage Increase	Number of Adult Students	Percentage Increase
1947-48	54,616	.....	130,330	.....
1948-49	50,939	— 6.7	142,016	9.0
1949-50	62,391	22.5	214,407	51.0
1950-51	60,786	— 2.6	260,544	21.5
1951-52	87,053	43.2	274,314	5.3
1952-53	75,703	—13.0	258,772	— 5.7
1953-54	94,523	24.9	272,637	5.4
1954-55	109,571	15.9	310,314	13.8

regions in the United States and outside of the United States. There were 10 colleges in 1953-54 with enrollments of more than 9,000 students. For the present *Directory* this number is 12 colleges. Several other cate-

gories in enrollments by size have changed from 1953-54 to 1954-55. Readers sufficiently interested in these changes may make comparisons between the two reports as found in the *Directory* for 1955 and in the present

issue. Different regions of the United States show certain marked differences in the size of enrollments and Table X may be studied for this purpose. For example, the Western Region includes the state of California only for the American Association of Junior Colleges. In this state there are 57 colleges with enrollments of 500 or more students, and practically all junior colleges with more than 9,000 students are in California. In the regions, notably New England, where the great majority of colleges are privately controlled, enrollments are naturally smaller in numbers than in those where public colleges predominate.

#### NUMBER OF FACULTY

Table I, Summaries of all Colleges by States, shows that the number of faculty members on a full-time basis increased from 12,473 in 1953-54 to 13,277 in 1954-55. Part-time faculty members increased from 11,289 to 12,092, and the equivalent full-time faculty members increased from 16,143 to 17,219. It is evident, therefore, that the need for more competent teachers is just as serious a problem with junior colleges as it is with all other levels of education.

#### TYPES OF COLLEGES

Co-educational institutions greatly

**TABLE IX**  
*Distribution of Size of Enrollment*

Enrollment	Total	Number of Colleges Public	Private
1-49	31	3	28
50-99	54	12	42
100-199	94	23	71
200-299	79	29	50
300-399	63	38	25
400-499	30	23	7
500-599	32	23	9
600-699	29	23	6
700-799	20	18	2
800-899	8	7	1
900-999	14	11	3
1000-1999	60	48	12
2000-2999	25	22	3
3000-3999	14	13	1
4000-4999	9	9	....
5000-5999	7	7	....
6000-6999	7	7	....
7000-7999	5	5	....
8000-8999	2	2	....
Over 9000	12	12	....
Total	595	335	260

Note: Columbia Basin Community College in Washington had no data. Thus a total of 595 is presented in this table and not 596.

TABLE X

*Number of Public and Private Junior Colleges  
Located in the Regional Associations  
by Size Groups*

Region	Public			Private			Total all sizes
	(1)	(2)	(3)	(1)	(2)	(3)	
New England .....	1	1	....	12	9	10	33
Middle States .....	4	9	24	34	10	4	85
North Central .....	22	40	66	35	15	13	191
Southern .....	5	25	46	47	46	7	176
Northwest .....	1	7	13	2	....	1	24
Western .....	2	7	57	4	1	....	71
Outside U.S. ....	3	1	1	7	1	2	15
Total .....	38	90	207	141	82	37	595*
	(1)	Enrollment		1-199			
	(2)	Enrollment		200-499			
	(3)	Enrollment		500 and over			

\* Columbia Basin Community College—no data.

predominate among classifications of colleges on the basis of admissions by sex. More than 80 per cent of the colleges are co-educational and account for the vast majority of students. Also, the two-year college greatly exceeds any and all other types of schools in terms of years included. From the current *Directory* it may be observed that the two-year colleges number 569 compared to 560 the previous year. There are only five one-year colleges compared to eight the previous year; three-year colleges remain the same; and the four-year institutions have dropped from 27 in 1953-54 to 19 in 1954-55. In terms of the prevailing type of college, therefore, the two-year, co-educational institution is far ahead of any other category.

#### *Types of Colleges*

One-year junior colleges .....	5
Two-year junior colleges .....	569
Three-year junior colleges .....	3
Four-year junior colleges .....	19

#### TYPES OF CONTROL

It may be of interest to the reader to know how independent and church-related colleges are controlled and the comparative enrollments by these classifications. More than one-third are non-profit and independent, and the remainder are associated in one way or another with various religious bodies. Roman Catholics have the largest number of junior colleges (46) but the Baptists have nearly twice the enrollments (in 27 institutions) as the Catholics or any other church body.



The largest number of students enrolled by any group may be found in the non-profit, independent colleges with 37,143.

#### *Types of Control*

Type	No. of Colleges	Enrollment
Nonprofit .....	90	37,143
Baptist .....	27	10,898
Catholic .....	46	5,947
Methodist .....	20	4,799
YMCA .....	6	4,775
Presbyterian ....	12	2,741
Lutheran .....	17	2,219
Proprietary .....	8	1,896
Un. Ch. of Can. ....	1	1,285
Ev. M. C. ....	1	1,111
Others* .....	32	5,507
<b>TOTAL</b> .....	<b>260</b>	<b>78,321</b>

\* Includes colleges from 18 denominational groups. Denominational groups whose total enrollment was less than a thousand are included under "others".

#### AMERICAN ASSOCIATION MEMBERSHIP

As of this writing there are 449 active institutional members in the American Association of Junior Colleges and six provisional members, or a total of 445. Following the tabulation of the 1956 *Directory*, a few more colleges filed applications for membership. By examining Table I the reader will find information regarding the number of members from each state compared to the total number of colleges in the state. There are 14 states with all of their colleges enrolled as members, but the number of colleges in each of these states is small. Some

of the states with larger numbers of colleges have excellent records of membership and support for the Association.

#### ACCREDITATION

Approximately two-thirds of the junior colleges in the United States are accredited by a regional association. Practically all colleges have some kind of accreditation, or equivalent recognition by state departments of education, state commissions for junior colleges, or by state universities. In a few states there are no legal bodies holding responsibility for accrediting or approving junior colleges except for programs which prepare school teachers. In these cases, the state departments of education almost always act as approving agencies. The American Association of Junior Colleges is not in any sense an accrediting agency. It works with the colleges in a professional capacity to assist them to obtain accreditation by the various regional associations of colleges and secondary schools.

#### DEVELOPMENT BY REGIONS AND STATES

Table XI is designed to give the reader information about the manner in which the colleges have developed by number of institutions and enrollments over the years from 1929-30 to 1954-55. For those who are interested in learning the names of the states included in the regional accrediting associations, Table XI will serve this purpose.

TABLE XI  
Total Enrollment and Number of Public and Private Junior Colleges  
by Year, State and Region

State	1929-1930		1934-1935		1939-1940		1944-1945		1949-1950		1954-1955	
	No. of Colleges	Enrollment	No. of Colleges	Enrollment	No. of Colleges	Enrollment	No. of Colleges	Enrollment	No. of Colleges	Enrollment	No. of Colleges	Enrollment
NEW ENGLAND												
Connecticut	3	182	5	388	14	3,170	13	3,586	10	8,562	7	9,693
Maine	3	137	3	245	4	517	6	413	4	1,285	4	601
Massachusetts	10	593	9	831	23	5,994	20	3,129	22	7,723	18	6,837
New Hampshire	1	120	3	368	3	530	1	360	1	395	1	461
Rhode Island	0	.....	0	.....	0	.....	2	342	2	604	1	608
Vermont	0	.....	1	162	3	454	3	412	2	559	2	516
Total	17	1,032	21	1,994	47	10,665	45	8,242	41	19,128	33	18,716
MIDDLE STATES												
Delaware	0	.....	0	.....	0	.....	1	124	1	147	1	222
District of Columbia	7	314	10	645	11	3,049	6	852	6	8,475	7	2,927
Maryland	5	695	6	518	8	1,163	5	1,951	9	2,445	11	2,959
New Jersey	2	125	10	2,097	11	2,990	9	1,732	14	7,998	10	3,151
New York	11	1,053	6	859	12	2,936	19	8,176	28	20,981	31	26,173
Pennsylvania	7	923	10	1,167	24	4,844	20	2,472	21	8,042	25	17,629
Total	32	3,110	42	5,286	66	14,982	60	15,307	79	48,088	85	53,061
NORTH CENTRAL												
Arizona	2	641	2	863	2	1,184	2	1,086	2	2,410	2	3,800
Arkansas	11	1,864	10	2,433	9	2,692	9	1,792	7	4,077	4	2,542
Colorado	5	792	5	743	7	2,106	7	3,222	8	7,605	8	7,786
Illinois	18	8,222	21	9,904	24	19,589	24	9,192	26	28,943	23	33,627
Indiana	3	268	6	542	5	623	4	462	3	472	8	8,750

State	1939-1940		1934-1935		1939-1940		1944-1945		1949-1950		1954-1955	
	No. of Colleges	Enrollment	No. of Colleges	Enrollment	No. of Colleges	Enrollment	No. of Colleges	Enrollment	No. of Colleges	Enrollment	No. of Colleges	Enrollment
Iowa	37	2,357	37	3,066	36	3,768	22	1,446	26	6,512	23	11,915
Kansas	18	2,413	19	3,494	24	5,798	20	2,368	21	5,719	22	7,478
Michigan	9	2,158	12	2,785	13	4,187	13	3,168	13	11,286	16	21,579
Minnesota	10	1,540	9	2,068	16	3,326	14	1,658	12	5,157	11	8,769
Missouri	23	5,275	22	4,537	24	8,143	23	6,953	24	11,450	19	10,816
Nebraska	10	718	7	727	5	800	5	1,137	6	3,350	5	2,172
New Mexico	1	235	2	520	2	1,319	1	93	0		0	
North Dakota	2	402	2	239	4	912	5	345	4	1,540	4	1,761
Ohio	5	1,381	8	2,865	8	2,203	8	2,255	8	5,631	7	6,493
Oklahoma	14	1,908	24	3,281	30	5,409	17	1,452	19	6,023	16	5,984
South Dakota	5	267	4	472	4	363	5	446	4	347	3	467
West Virginia	5	455	5	1,117	4	1,052	4	620	4	2,475	4	1,753
Wisconsin	2	91	6	1,129	7	4,273	9	6,210	16	5,986	12	7,750
Wyoming	0		0		0		1	198	4	1,658	4	3,571
Total	180	30,987	201	40,785	224	67,747	193	44,103	207	110,641	191	147,013
SOUTHERN												
Alabama	5	286	8	556	8	1,173	9	1,010	9	2,719	10	1,693
Florida	3	256	7	902	7	1,908	9	1,481	9	3,245	10	5,969
Georgia	12	1,083	19	3,345	20	5,635	20	4,637	19	12,472	18	14,407
Kentucky	17	2,021	17	3,012	14	3,514	15	1,947	15	4,545	13	3,424
Louisiana	4	194	7	702	3	876	2	839	3	1,127	1	259
Mississippi	14	1,574	21	4,117	22	5,205	22	3,674	23	11,670	23	9,934
North Carolina	16	1,975	23	3,584	25	6,602	24	4,419	24	7,357	22	8,389
South Carolina	2	311	4	405	11	1,553	11	1,199	8	1,534	8	1,649
Tennessee	12	1,785	12	2,727	14	2,860	13	1,984	11	4,134	10	2,952
Texas	44	8,473	43	10,558	43	15,085	48	15,221	58	53,931	45	61,103
Virginia	11	1,349	13	2,205	16	3,166	15	4,374	15	5,215	16	9,521
Total	140	19,307	174	32,113	183	47,577	188	40,785	194	107,949	176	119,300

State	1929-1930		1934-1935		1939-1940		1944-1945		1949-1950		1954-1955	
	No. of Colleges	Enrollment	No. of Colleges	Enrollment	No. of Colleges	Enrollment	No. of Colleges	Enrollment	No. of Colleges	Enrollment	No. of Colleges	Enrollment
<b>NORTHWEST</b>												
Idaho .....	2	859	5	1,940	4	2,110	4	1,634	3	2,030	2	2,396
Montana .....	2	236	2	416	5	770	4	397	3	683	3	1,032
Nevada .....	0	.....	0	.....	.....	.....	0	.....	0	.....	1	370
Oregon .....	2	112	2	164	2	758	2	787	2	3,908	4	2,772
Utah .....	5	815	5	1,537	6	3,299	6	15,521	4	4,847	4	7,388
Washington .....	6	558	10	1,021	8	1,398	8	1,568	10	14,181	11	20,494
Total .....	17	2,580	24	5,078	25	8,335	24	19,907	22	25,649	25	34,452
<b>WESTERN</b>												
California .....	50	17,072	55	36,977	64	86,357	74	120,685	78	246,708	71	318,960
Total .....	50	17,072	55	36,977	64	86,357	74	120,685	78	246,708	71	318,960
<b>FOREIGN</b>												
Alaska .....	0	.....	0	.....	0	.....	0	.....	1	16	3	1,138
Brazil .....	0	.....	0	.....	0	.....	0	.....	1	24	0	.....
Canal Zone .....	0	.....	1	78	1	499	1	712	1	1,284	1	176
Canada .....	0	.....	0	.....	0	.....	4	1,066	6	2,343	5	2,048
Cuba .....	0	.....	0	.....	0	.....	1	421	1	585	1	621
Greece .....	0	.....	0	.....	0	.....	0	.....	1	71	1	145
Hawaii .....	0	.....	0	.....	0	.....	0	.....	0	.....	1	59
Lebanon .....	0	.....	0	.....	0	.....	0	.....	1	.....	1	331
Mexico .....	0	.....	0	.....	0	.....	0	62	0	.....	0	.....
Puerto Rico .....	0	.....	0	.....	0	.....	0	.....	1	300	1	129
Republic of Philippines .....	0	.....	0	.....	0	.....	0	.....	0	.....	1	172
Total .....	0	.....	1	78	1	499	7	2,261	13	4,623	15	4,819
<b>GRAND TOTAL</b> .....	<b>436</b>	<b>74,088</b>	<b>518</b>	<b>122,311</b>	<b>610</b>	<b>236,162</b>	<b>591</b>	<b>251,290</b>	<b>634</b>	<b>562,786</b>	<b>596</b>	<b>696,321</b>

*American Junior Colleges*, fourth edition, to be published in 1956 by the American Council on Education, will provide more extensive and comprehensive information about the junior colleges than is contained in the *Directory*. *American Junior Colleges* will contain exhibits of all accredited junior colleges and a number of chapters about various aspects of the junior

college movement. It will be a volume of approximately 600 pages and is scheduled for distribution on or about April 1, 1956. It may be obtained from the American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D.C. The editor of this book is Jesse P. Bogue, Executive Secretary, American Association of Junior Colleges.



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